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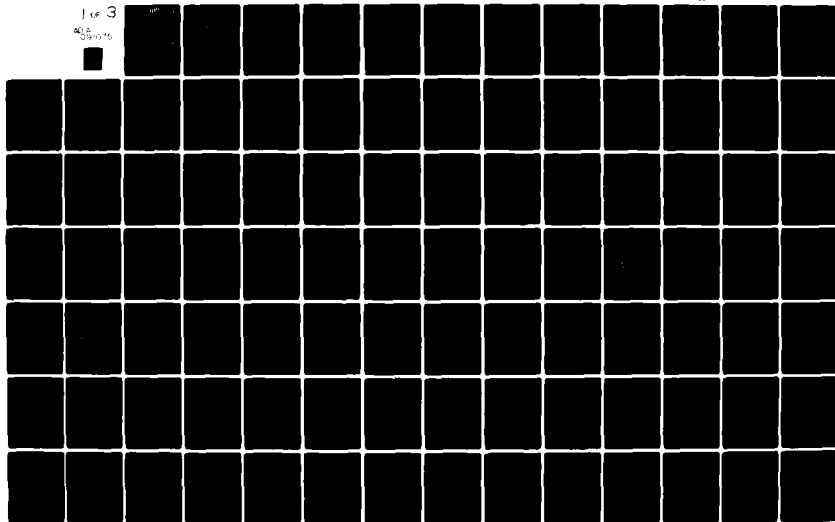
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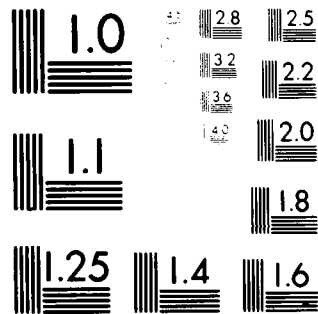
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YOUTH ATTITUDE  
TRACKING STUDY

Spring 1980

A Report Prepared For:  
The Department of Defense

Prepared By:

The Public Sector Research Group  
of  
Market Facts, Inc.  
1750 K Street, N.W.  
Washington, D.C. 20006

August 1980




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INTRODUCTION



## INTRODUCTION

This report covers the tenth wave of the Youth Attitude Tracking Study. The rationale for conducting this study as well as the survey design and objectives are described in the Introduction to the report of the first wave (Fall 1975). For the reader's convenience, the following comments about the study's background and objectives are reprinted from that report.

### Background and Objectives

There are a number of factors that are related to a young man's decision to enlist in a military service. Factors such as national unemployment and regional cultural environments can have a strong bearing upon enlistment. Other factors related to enlistment behavior include youth's general attitudes concerning military service and their awareness of the opportunities provided by the services. These factors, especially awareness, are influenced largely by promotion and advertising as well as the many activities of service recruiters. Youth's attitudes and awareness also reflect the impact of various other influencers, such as their peers, parents and family, teachers, coaches, counselors, and ex-servicemen.

General attitudes concerning military service can change over time partially because the potential market of 16 to 21 year old youth changes every year as new youth enter and older ones leave this age bracket. The outcome of recruiting efforts can be influenced by altering military service attributes such as salaries, bonuses, training options, length of service, and so on. The military services can also directly influence the propensity to serve through increasing awareness of these attributes and by improving attitudes by means of promotion, advertising and recruiter efforts. Indirectly, improved awareness and attitudes can also be achieved by improving the awareness and attitudes of the influencers of potential enlistment prospects.

In order to compete effectively in the youth labor market, the Department of Defense has a continuing need to obtain current attitudinal information concerning the nation's youth. The principal purpose of this survey, therefore, is to provide the Department and the services with valid, timely, and actionable data concerning the male youth labor market on a continuing semi-annual tracking basis. This survey deals with propensity to serve in the military; effectiveness of advertising and recruiting efforts; impact of influencers; importance and achievability of certain attributes; and characterizations of youth by such factors as their demographics.

The information gathered in each of the 10 waves of this study has three fundamental objectives. The first objective is to gather information that has common utility for all the military services.

Secondly, 26 special recruiting areas have been isolated throughout the country so that special analyses can be performed on each of them. These areas, referred to as Tracking Areas, comprise one or more geographic units of each of the services: Recruiting Detachments or Squadrons (Air Force), District Recruiting Commands (Army), Recruiting Stations (Marine Corps), and Recruiting Districts (Navy). Each service is able to track the study variables over time within actionable geographic areas defined by recruiting boundaries of each service.

Thirdly, the study is designed to provide observations over time so that changes in attitudes and behavior can be detected and appraised, and recruiting strategies modified accordingly.

#### Study Design

As in each of the previous waves, the survey sample included 16 to 21 year-old males who do not have prior or current military involvement and who are not beyond their second year of college. In the Spring 1980 wave, a total of 5,217 interviews were completed.

The survey employed telephone interviewing. Respondents were selected on the basis of randomly-generated telephone numbers. Approximately 200 interviews were completed in each of the 26 tracking areas. These geographic areas account for 100% of the "military available" male population in the continental U.S. Thus, the study provides statistically valid samples for each tracking area and allows computation of total U.S. estimates.

The 26 tracking areas are as follows:

- New York City
- Albany/Buffalo
- Harrisburg
- Washington, D.C.
- Florida
- Alabama/Mississippi/Tennessee
- Ohio
- Michigan/Indiana
- Chicago
- Minnesota/Nebraska/North Dakota/South Dakota
- Texas
- Southern California/Arizona
- Northern California
- Philadelphia
- Boston
- Pittsburgh
- Richmond/North Carolina
- South Carolina/Georgia
- New Orleans
- Arkansas
- Kentucky
- Des Moines
- Wisconsin
- New Mexico/Colorado/Wyoming
- Washington/Oregon
- Kansas City/Oklahoma

In the first two waves of the study (Fall 1975 and Spring 1976) however, only the first 13 tracking areas (New York City to Northern California) were studied independently. The remainder of the country was treated as one area and was referred to as "balance of the country."

Detailed tabulations referred to in this report are given in five volumes. Volumes 1 and 2, which constitute most of the analyses reported in this study, contain both Spring 1979 and Spring 1980 data for those questions which were the same in both waves. The five volumes of tabulations are as follows:

- Volume 1: By Individual Tracking Area
- Volume 2: By Enlistment Propensity Toward Active Duty in the Air Force, Army, Marine Corps, Navy and Coast Guard
- Volume 3: By Schooling Status and Grades in High School
- Volume 4: By Age, Race and Quality Groups
- Volume 5: By Enlistment Propensity Toward Reserves and the National Guard and by Pro-Military Index

The interviewing for this wave took place between March 31, 1980 and May 9, 1980.

#### Content of the Interview

The interview focused on the following areas of information:

- (1) Respondent demographics
  - Age
  - Marital status
  - Racial/ethnic affiliation
  - Education
  - Employment
- (2) Propensity to enlist in the military and stated reasons against enlisting

- (3) Nature and outcome of recruiter contact
- (4) Information-seeking activities about enlistment involving self, recruiters, and other influencers
- (5) Conversations with certain influencers about serving in the military
- (6) Perceived attitudes of certain influencers toward serving in the military
- (7) Assessment of the importance of job characteristics and their perceived attainability in the military
- (8) Assessment of advertising recall and slogan identification
- (9) Attitudes toward draft registration
- (10) Effect of various incentives on enlistment propensity

The study design permits the inclusion of new elements and the deletion or modification of others from time to time, as the information needs of the Department of Defense and the services change. The current survey has several such changes.

The following question appearing in the previous (Fall 1979) wave was deleted: awareness and understanding of the Delayed Entry Program. The list of job characteristics was modified by replacing "doing challenging work" and "being able to make your own decisions on the job" with two attributes examined in previous waves: "doing something for your country" and "adventure and excitement."

The question pertaining to the relative effect on enlistment propensity of increases and changes in the bonus policy was modified to include one additional characteristic: "you can select your place of assignment." At the same time, questions concerning the following issues were added: awareness of enlistment bonus; awareness of starting monthly pay and relative effect of current pay level on enlistment propensity; perceived need for a draft registration; and reasons for not wanting to enlist.

Analytic Comments

The following important analytic comments are reprinted from previous reports.

In such a large study, many results are likely to appear which are due solely to chance or sampling variance. In order to minimize the effect of such spurious findings, this report delineates those results which are unlikely to be due to chance or sample idiosyncrasies. Specifically, when the report indicates that a finding is significant, this means that there is less than a five percent likelihood that such a result would occur solely due to chance.

The use of stratified sampling in this study necessitates that respondents be weighted unequally. Accordingly, it is not correct to assess standard errors by methods which would be appropriate with unweighted data. When the correct procedures are applied, standard errors average 10% greater than those obtained by applying the procedures ordinarily used with unweighted data. Hence critical values for statistical significance were adjusted upwards by 10% in tests of significance on the national sample (See Appendix I).

Finally, the primary focus of the analysis is Spring-to-Spring changes in key measures. Nevertheless, the reader should review the previous nine reports in order to understand the pattern of the data over the full 4½ year period in which this study has been conducted.

EXECUTIVE SUMMARY

## EXECUTIVE SUMMARY

Introduction

This is a report of the tenth wave (Spring 1980) of the Youth Attitude Tracking Study. This study was initiated in Fall 1975 and is a cross-sectional tracking of youth attitudes, perceptions, and behavior with respect to serving in the military. The attitudinal and behavioral data discussed in this report are based on 5,217 randomly selected males between the ages of 16 and 21. As in each wave, the data were collected in an approximately 30 minute telephone interview. The sample was stratified in terms of 26 geographical areas (tracking areas) encompassing the Continental U.S. Approximately 200 interviews were conducted in each area.

Major Conclusions of the Study

The Spring 1980 wave marks a significant reversal of the downward trend in propensity observed across the first eight waves of the study (Fall 1975 to Spring 1979). Reported positive propensity for each of the active duty services increased significantly from Spring 1979, reaching the highest levels recorded in the past three to four years.

Throughout this series of studies, fluctuations in propensity have been explained in terms of changes in reported employment and job market perceptions. The Spring 1980 data support this relationship. The increase in propensity figures parallels significant year-to-year declines in the level of reported employment and significant year-to-year increases in the proportion of young men who express pessimism about finding



employment in their areas. Hence, the current recession economy may help the services to meet their manpower needs.

The Spring 1980 wave also reveals a significant positive shift in the perceptions and attitudes of 16 to 21 year old males as a group towards a draft registration.

#### National Trends in Propensity

In the present wave, 32.8% of the respondents expressed positive propensity for one or more of the active duty services. This is not only a significant increase from Spring 1979 (27.0%), but is also the highest level of this figure recorded in the ten waves of the study. Unaided mention of plans to enter military service also increased significantly from year to year (4.2% vs. 5.8%). This statistic is based on asking respondents what they think they might be doing in the next several years.

The propensity data for the five Spring waves are summarized below. The services are rank ordered in terms of expressed propensity. This order has remained constant across the ten waves of the study.

#### National Trends in Propensity

	Spring '76	Spring '77	Spring '78	Spring '79	Spring '80	Spring '79- Spring '80 Difference*	Percent Change Spring '76- Spring '80**
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	
Air Force	17.5	15.7	17.0	14.1	18.3	+4.2	+4.6%
Navy	16.4	15.2	15.2	13.5	15.8	+2.3	-3.6%
Army	13.1	11.8	12.4	11.2	14.5	+3.3	+10.7%
Marine Corps	11.8	10.7	11.4	9.6	12.1	+2.5	+2.5%
Any Active Duty Service	24.8	29.6	31.1	27.0	32.8	+5.8	+32.2%

\* The differences shown for each service are statistically significant at the .95 level of confidence.

\*\* Represents the Spring '76 - Spring '80 difference as a percentage of the Spring '76 figure.

In each wave of this study, a number of behavioral, perceptual, and demographic variables have discriminated between individuals who express positive propensity and those who express negative propensity. These variables have helped to explain, in part, the observed changes in propensity. While positive propensity increased significantly from Spring 1979, most of these variables remained unchanged. The following key variables, however, showed significant changes from Spring 1979.

Increased Significantly

- Talked with girlfriend/wife about enlisting
- Mothers perceived to be in favor of enlisting
- Reported school attendance

Decreased Significantly

- Took military aptitude test in high school
- Reported employment

Differences by Tracking Areas

As in previous waves, the Southern states continue to be the strongest recruiting markets. The following tracking area appears to be particularly good for the services: South Carolina/Georgia. The weakest tracking areas, on the other hand, appear to be in the industrial northern markets, especially New York City. In general there has been little change in the strong and weak tracking areas over time.

Attitudes and Perceptions with Respect to Job Characteristics

For the military services to compete with other public and private employment sectors in the economy, it is essential that the "military job" be perceived as encompassing valued job attributes. Accordingly, this study has tracked the value 16 to 21 year old males attach to certain job characteristics and their perceptions with respect to where these job characteristics

can be more readily realized; in military service or in a civilian job. The results of these questions are summarized below.

Positive propensity men value these job attributes most:

- Enjoy your job
- Good income
- Job security
- Teaches valuable trade/skill
- Opportunity for good family life
- Developing your potential

but, they perceive the following job attributes to be more achievable in a civilian job:

- Enjoy your job
- Good income
- Opportunity for good family life

These three attributes represent advertising and recruiting opportunities for the services.

Negative propensity men value these job attributes the most:

- Enjoy your job
- Good income
- Job security
- Developing your potential
- Opportunity for good family life
- Employer treats you well

and they perceive all but "job security" to be more achievable in a civilian job. Communications that address the above six attributes would help to increase the appeal of military service among negative propensity men.

Active Duty Positive Propensity Respondents Target Market Profile

The demographic, attitudinal, and behavioral profile of the positive propensity individual has not changed since the first wave of this study. He can be described in contrast to his negative propensity peers, as:

- Younger
- More likely to be non-white
- More likely to be unemployed
- Less educated
- Having a less educated father
- Having lower values on the Quality Index (a measure of educational ability)
- Believing that the military is relatively more likely to enable him to achieve certain job characteristics
- Feeling more favorable about enlisting after talking to a service recruiter
- Having had recruiter contact
- Having sought information about the military by mail or by phone
- Having discussed entering the military with parents, friends, or teachers/guidance counselors
- Feeling relatives and friends support his joining the service
- Having positive propensity for more than one service
- Having taken an aptitude or career guidance test in high school given by the Armed Services
- More motivated to enlist should any of the following be offered: educational assistance, starting pay increases, cash bonus increases.

The findings from this series of studies suggest that the four active duty services appear to be drawing from a common pool of military available males, rather than from distinct segments of this population. That is, they are attracting a group of men whose demographics, perceptions and attitudes are fairly similar. In many cases they are appealing to the same individuals. This is reflected in the fact that over one-half of the positive propensity individuals in each wave of this study express positive propensity for two or more services.

These findings suggest, therefore, that the enlistment decision is at least a two-step process. First the individual decides upon the military and then chooses among the different services. This is comparable to the classic marketing paradigm where the consumer chooses to buy the product and then chooses among alternative brands.

#### Advertising Awareness

During the three-year period in which advertising awareness data have been collected, awareness of service advertising has increased significantly for each source of recruitment advertising. Three years ago, approximately one-in-two respondents expressed awareness of service advertising. Presently, this proportion ranges from two-thirds to four-out-of-five respondents. While the increases in awareness for each advertising source have been substantial, the Army has experienced by far the largest increase (+ 44%).

The advertising awareness data are summarized below:

Percent Aware of Advertising by Source

Advertising Source	Spring '77	Fall '77	Spring '78	Fall '78	Spring '79	Fall '79	Spring '80	Spring '79-Spring '80 Difference	Percent Change* Spring '77-Spring '80**
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	
Army	56.0	64.4	66.3	70.4	74.0	78.2	80.8	+6.8*	+44%
Navy	55.3	62.0	58.1	63.0	71.5	73.6	70.3	-1.2	+27%
Marine Corps	52.1	63.0	59.9	65.1	66.0	69.6	70.6	+4.6*	+36%
Air Force	49.2	59.1	54.8	60.3	62.2	65.0	66.6	+4.4	+35%
Joint Services	--	--	--	53.1	66.2	62.0	68.5	+2.3	+28%***

\* The differences shown are statistically significant at the .95 level of confidence.

\*\* Represents the Spring '77 - Spring '80 difference as a percentage of the Spring '77 figure.

\*\*\* Represents the Fall '79 - Spring '80 difference as a percentage of the Fall '78 figure, since no data were collected prior to Fall '78.

The nature of the most memorable advertising messages has changed over time. Messages about educational benefits and learning a trade are becoming more dominant advertising themes, as measured by service advertising awareness. The fact that target market men value job characteristics that pertain to improving oneself suggests that this change in copy recall is a positive trend.

Attitudes Toward Enlistment Incentives

This study examined potential changes in three enlistment incentives:

- Educational assistance (eliminating monthly contribution by enlistees)
- Increases in current monthly starting pay (\$50, \$100, \$200)
- Changes in the current bonus policy (\$4,000 and \$5,000, each where the recruit can select the place of assignment; \$3,000, \$4,000, \$5,000, each where the recruit cannot select the place of assignment)

Respondents were asked three questions about these incentives:

- Awareness of current offer
- Likelihood of enlisting given availability of current offer
- Likelihood of enlisting given availability of proposed changes in current offer

The information on incentives gathered in this study provides the services with guidance in addressing three key recruiting strategy issues:

- What are perceptions of the current offer
- Which incentives are likely to be most effective
- Whether proposed changes in current incentives are warranted

1. Perceptions of Current Offer

Awareness of cash bonuses and current monthly starting pay appears to be poor. Few young men knew that the services offer cash bonuses. Moreover, they greatly underestimate the current level of both cash bonuses and monthly starting pay. On the other hand, awareness of the fact that the services offer educational benefits is quite high. Despite this high level of awareness, a substantial proportion of respondents indicated that they would be more likely to consider enlisting given the availability of educational assistance benefits in general, when made aware of the specifics of the current offer. This suggests that providing information about the content of the current educational assistance offer may be an effective recruiting strategy.

## 2. Most Effective Incentives

Both the current and modified versions of educational assistance and cash bonuses investigated here produce more of a positive impact on enlistment intentions than do the current and increased levels of starting pay. While both educational assistance and cash bonuses appeal to a substantial proportion of negative propensity males, their greatest appeal is to youth for whom the military is already attractive:

- the youngest
- the least educated
- those with average to below-average educational abilities

## 3. Whether Changes are Warranted

Changes in educational assistance and cash bonuses investigated in this study do not appear to be warranted. The proposed changes in these two incentives produce no more of a positive impact on enlistment intentions than do the current offer for each of these incentives, when respondents are made aware of both the current offers and changes.

Compared to the current offer, increases in monthly starting pay of \$100 and \$200 result in larger proportions of young men indicating that they would be more likely to consider enlisting given the availability of these higher levels of pay. While this might suggest that a pay increase of at least \$100 a month is warranted, the fact that this incentive appears to be less attractive to young men than either educational assistance or cash bonuses might make this less effective than increasing awareness of the current educational assistance and cash bonus offers.



By way of summary, the data suggest that the increases in educational assistance and cash bonuses investigated here appear to have less of an effect on enlistment intentions than does increasing awareness of the current offers for each of these incentives. This suggests that the first priority should be given to addressing this awareness issue.

#### Draft Registration Attitudes

Since the Spring 1979 wave, respondents have been asked a series of questions with respect to their perceptions regarding the need for a draft registration, the degree to which they favor or oppose registration, and the relative effect of a draft registration on their enlistment intentions. Interviewing for the current wave was concluded just prior to the President's State-of-the-Union address.

There appears to have been a significant positive shift in the perceptions and attitudes of 16 to 21 year old males as a group towards a draft registration. Significant wave-to-wave increases occurred with respect to the proportion of 16 to 21 year old males who:

- Perceive a need for a draft registration
- Favor a draft registration
- Would be more likely to consider enlisting if there was a draft registration

Relative to others in the survey sample, the registration-related perceptions and attitudes of negative propensity youth, older individuals and those who have attained a higher level of education are less favorable. Nevertheless, the perceptions and attitudes of these individuals also have shifted in a positive direction in the last six months.

## Recruitment Strategy Implications

Beginning with the Spring 1979 wave of this study, the findings have been discussed in terms of recruitment strategy implications. These have been discussed under the following headings:

- Perceptions of services
- Indirect communications
- Job placement
- Recruiter contact and aptitude testing in schools
- Enlistment incentives

The strategies discussed in the previous reports are still relevant. Those pertaining to perceptions of services have been discussed earlier. With respect to indirect communications, the data again suggest that the services should direct attention to the role that parents and friends play in the enlistment decision-making process.

The remaining three areas of implications warrant further comment.

### 1. Job Placement

The predominant motivation for enlisting appears to be a desire to use the military experience as a stepping-stone to a desirable civilian job. It is for this reason that the appeal of military service is greatest among those who are the least employable in the civilian sector. The services must avoid the image of the military as the "last alternative" and create an image of military service as the equal of alternative job opportunities. This may require more than changes in recruiting communications. It may be necessary to modify current policies to:

- Provide volunteers with more opportunities to assume military jobs that are similar to the kinds of jobs they desire
- Allow greater opportunities for individuals to select their place of assignment

Given the apparent dynamics of enlistment propensity, the current recession economy may provide the services with a greater opportunity to attract more qualified individuals who now may not be able to find satisfactory employment in the civilian labor market.

## 2. Recruiter Contact and Aptitude Testing In Schools

There are a number of important factors in the recruiting environment that the services can directly influence. Among these factors are recruiter contact and aptitude testing in schools. Until the present wave, reported recruiter contact with each service exhibited a downward trend. With the Spring 1980 wave, this downward trend, at least for the moment, has leveled off. However, the reported level of taking the ASVAB in schools continues to decline significantly. This figure has dropped approximately 30% from Fall 1975 to Spring 1980. As stated in the Fall 1979 report, the services should be attempting to understand this decline and take steps to correct it.

## 3. Enlistment Incentives

Prior to making any changes in educational assistance, monthly starting pay, and cash bonuses, the services should initiate efforts to increase awareness of the specifics of the current offer for each of these incentives, especially cash bonuses and educational assistance. The impact on enlistment intentions of increasing awareness is likely to be equivalent to that which would be generated by most of the proposed changes in these incentives investigated here. Although its impact on

enlistment intentions may be less than that generated by cash bonuses and educational assistance, special attention also should be given to increasing the awareness of the current level of starting pay.

Finally, the services should give serious consideration to allowing more recruits to choose their place of assignment as an enlistment incentive. Whether or not coupled with another incentive (e.g., cash bonus), it appears to be very appealing to 16 to 21 year old males.

SECTION I

NATIONAL TRENDS

SPRING 1979 vs. SPRING 1980

## SECTION I

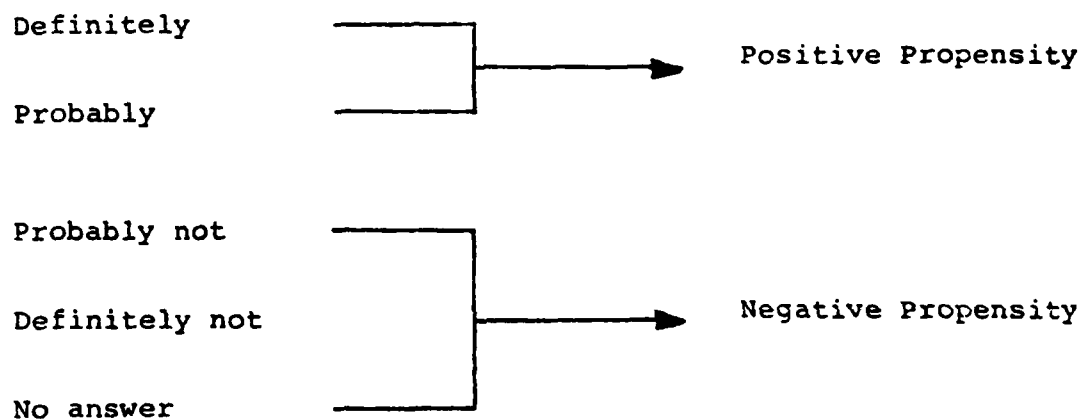
National Trends - Spring 1979 to Spring 1980

The criterion measure in this study is the rated likelihood of serving on active duty in each of the four military services. This measure is referred to as enlistment propensity and is categorized as either being positive or negative. In Section I, changes in propensity and the variables that are related to enlistment propensity are examined. The principal time frame for the analysis is Spring 1980. Key national data from the previous nine waves, however, also are presented in order to examine the pattern of these data over time.

The data discussed in Section I are based on total U.S. data obtained from the 26 tracking areas. The data are weighted. The rationale for weighting the data as well as the procedure used are described in Appendix III. The sampling plan is described in more detail in Appendix II.

1.1 - Definition of Propensity

Propensity is an attitudinal measure which summarizes the degree to which young men are predisposed to joining the military. Propensity is operationally defined as follows: Respondents first are asked how likely they would be to serve in the military in the next few years. The question then is repeated for each of the four active duty services plus the National Guard, Reserves and Coast Guard. A 4-point scale of likelihood is used. Respondents were classified into either having positive propensity or negative propensity based on answering the question as follows:



Throughout this series of reports reference is made to positive and negative propensity respondents, specifically, the sample of respondents is segmented into these two groups. Those in the positive propensity group are individuals who indicated positive propensity for one or more of the four active duty services. The negative propensity group is comprised of young men who indicated negative propensity for all four active duty services.

## 1.2 - Changes in Propensity: Spring 1979 to Spring 1980

In the Spring 1980 wave, 32.8% of the respondents interviewed expressed positive propensity for one or more active duty services. This is a statistically significant increase from Spring 1979 at which time the figure was 27.0%. Over time the ratio of respondents who express positive propensity for any active duty service has been approximately one-in-four to one-in-three. The current figure is the highest recorded in the 10 waves of the study.

Positive propensity for each of the four active duty services also increased significantly from Spring 1979 to Spring 1980. As Figure 1.1 shows, the Air Force (+4.2 percentage points) and the Army (+3.3 percentage points) registered the highest year-to-year increases.

Unaided mention of plans to enter military service (i.e., Pro-Military Index) also increased significantly from Spring 1979 to Spring 1980 (4.2% vs. 5.8%). The index is based on asking respondents what they think they might be doing during the next few years. In each wave of the study, fluctuations in the Pro-Military Index have paralleled changes in reported positive propensity. The correspondence between these two attitudinal measures of enlistment intentions appears to be continuing (see Figure 1.2).

The positive propensity data for each service and the Pro-Military Index data recorded in each of the 10 waves of this study are summarized in Table 1.1. The table shows that the current propensity figures for each service are at the highest



FIGURE 1.1

## POSITIVE PROPENSITY TO SERVE IN SPECIFIC SERVICES

	<u>Z</u>	<u>Spring '79-'80 Change</u>	<u>Statistically Significant</u>
<u>Air Force</u>			
Spring '76 ■■■■■■■■■■	17.5		
Spring '77 ■■■■■■■■■■	15.7		
Spring '78 ■■■■■■■■■■	17.0		
Spring '79 ■■■■■■■■■■	14.1		
Spring '80 ■■■■■■■■■■	18.3	+4.2	Yes
<u>Army</u>			
Spring '76 ■■■■■■■■■■	13.1		
Spring '77 ■■■■■■■■■■	11.8		
Spring '78 ■■■■■■■■■■	12.4		
Spring '79 ■■■■■■■■■■	11.2		
Spring '80 ■■■■■■■■■■	14.5	+3.3	Yes
<u>Marine Corps</u>			
Spring '76 ■■■■■■■■■■	11.8		
Spring '77 ■■■■■■■■■■	10.7		
Spring '78 ■■■■■■■■■■	11.4		
Spring '79 ■■■■■■■■■■	9.6		
Spring '80 ■■■■■■■■■■	12.1	+2.5	Yes
<u>Navy</u>			
Spring '76 ■■■■■■■■■■	16.4		
Spring '77 ■■■■■■■■■■	15.2		
Spring '78 ■■■■■■■■■■	15.2		
Spring '79 ■■■■■■■■■■	13.5		
Spring '80 ■■■■■■■■■■	15.8	+2.3	Yes

Base: All Respondents

Source: Question 5a

FIGURE 1.2

UNAIDED MENTION OF MILITARY SERVICE  
AMONG PLANS FOR THE NEXT FEW YEARS

	<u>X</u>	<u>Spring '79-'80 Change</u>	<u>Statistically Significant</u>
Spring '76 ■■■■■■■■■■	5.7		
Spring '77 ■■■■■■■■	4.5		
Spring '78 ■■■■■■■■	4.4		
Spring '79 ■■■■■■■■	4.2		
Spring '80 ■■■■■■■■■■	5.8	+1.6	Yes

Base: All Respondents

Source: Question 31

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TABLE 1.1

POSITIVE PROPENSITY TO SERVE IN SPECIFIC SERVICES AND  
UNPAID MENTION OF PLANS TO ENTER THE MILITARY

	Fall '75		Spring '76		Fall '76		Spring '77		Fall '77		Spring '78		Fall '78		Spring '79		Fall '79		Spring '80	
	%		%		%		%		%		%		%		%		%		%	
Air Force	20.4	17.5	17.9	15.7	15.7	15.7	15.7	15.7	15.7	15.7	17.0	15.6	15.6	15.6	14.1	15.3	15.3	15.3	18.3	18.3
Army	18.4	13.1	14.5	11.8	11.8	11.8	12.7	12.7	12.7	12.7	12.4	11.8	11.8	11.8	11.2	11.8	11.8	11.8	14.5	14.5
Marine Corps	14.9	11.8	12.4	10.7	10.7	10.7	11.0	11.0	11.0	11.0	11.4	10.0	10.0	10.0	9.6	10.0	10.0	10.0	12.1	12.1
Navy	19.6	16.4	16.5	15.2	15.2	15.2	15.5	15.5	15.5	15.5	15.2	14.4	14.4	14.4	13.5	13.4	13.4	13.4	15.8	15.8
Propensity for any active duty service	31.2	24.8	26.4	29.6	29.6	29.6	29.9	29.9	29.9	29.9	31.1	28.2	28.2	28.2	27.0	27.6	27.6	27.6	32.8	32.8
Unaided mention of plans to enter military (Pro-Military Index)	8.9	5.7	6.2	4.5	4.5	4.5	5.5	5.5	5.5	5.5	4.4	4.7	4.7	4.7	4.2	5.0	5.0	5.0	5.8	5.8

Base: \*

(3176) (3001) (5475) (5520) (5284) (3979) (5199) (5203) (5187) (5217)

Source: Questions 31 and 5

\* Bases reported for all tables in this report and all previous reports represent weighted bases

levels recorded in the last three to four years. These data indicate a reversal of the downward trend in propensity observed across the first eight waves of the study (Fall 1975 to Spring 1979). By the previous wave (Fall 1979), the downturn in positive propensity appeared to have leveled off. The reasons for this dramatic turnaround in propensity are examined later in this section.

As in each wave of this study, the Air Force and Navy have the highest levels of propensity. The Army and Marine Corps follow in order. Finally, since the first wave of the tracking study, all four active duty services have shown similar wave-to-wave patterns of change with respect to propensity. The Spring 1980 wave is no exception.

### 1.3 - Reasons for Not Enlisting in the Military

While positive propensity individuals may represent the primary target market for recruiting efforts, the negative propensity group of young men also may offer some recruiting potential. "Reaching" this group, however, requires an understanding of the attitudes underlying their negative propensity. Accordingly, negative propensity respondents in the Spring 1980 wave were asked their reasons for not wanting to serve in the military. This is the first time such a question has been posed to respondents. By asking this question in future waves of this study, the Defense Department and the services will be able to track changes in these attitudes as a result of environmental events, changing characteristics of the services, and/or recruiting efforts.

The Spring 1980 data are summarized in Table 1.2. The following conclusions can be drawn:

1. By far, the predominant reason for not wanting to serve in the military is that the individual simply has other plans for the future.
2. About one-in-four respondents, however, voiced negative impressions of military service. The most frequently mentioned reasons for not wanting to serve in the military were psychological in nature: lack of freedom, danger and separation.

TABLE 1.2  
REASONS FOR NOT ENLISTING  
IN THE MILITARY

	Spring '80 <u>%</u>
<u>Reasons Given</u>	
Have plans for civilian job	31.0
Don't want to serve in military; unspecified	26.0
Lack of personal freedom	6.8
Danger/fear of injury	5.7
Separation/being apart	5.1
Pay inadequate	3.8
Loss of status	2.4
Negative military experience by father/friends	1.4
Living conditions	0.7
Don't know/no particular reason	17.0

Base: Negative Propensity Respondents

Source: Question 18

#### 1.4 - Changes in Variables Related to Propensity

Presumably, changes in propensity are related to certain events and psychological phenomena. In each wave of this study, a number of variables have discriminated between positive and negative propensity respondents. These variables include:

- Contact with service recruiters
- Talked about enlistment with influential others
- Took Armed Forces aptitude test in high school (ASVAB)
- Perceived attitudes of parents and friends regarding military service

The dynamics of propensity can be understood, in part, by observing the year-to-year levels of these variables. What follows is a discussion of the Spring-to-Spring changes in these variables (see Table 1.3).

1. The proportion of young men who reported having had recruiter contact with service recruiters within the past half year increased from Spring to Spring. Recalled recruiter contact with any service over a longer period of time also increased from Spring 1979. Neither of these year-to-year increases, however, was statistically significant. Figures 1.3 and 1.4 summarize the recruiter contact data over the 10 waves of the study. From Fall 1975 to Spring 1980, recalled recruiter contact within the past half year increased significantly, especially from Fall 1979 to Spring 1980. Recalled recruiter contact with any service over a larger period of time increased during the 4½ year period of this study, but the increase is not significant. The increase from Fall 1979 to Spring 1980 for this variable, however, is statistically significant.

TABLE 1.3  
CHANGES IN VARIABLES RELATED TO PROPENSITY

	Spring '79	Spring '80	Spring '79-'80 Change	Statistically Significant
	<u>%</u>	<u>%</u>	<u>%</u>	
<u>Recruiter Contact (Qu. 8a &amp; 9a)</u>				
Past 5 years - any service	25.4	26.9	+ 1.5	No
Ever - any service	48.9	50.9	+ 2.0	No
<u>Recruiter Contact With (Qu. 9b)</u>				
Air Force	12.8	13.5	+ 0.7	No
Army	23.3	25.1	+ 1.8	No
Marine Corps	12.9	13.6	+ 0.7	No
Navy	15.2	15.2	-	No
<u>Information Sources (Qu. 8c)</u>				
Talked with friends in or out of service	37.7	37.5	- 0.2	No
Talked with one or both parents	36.0	36.9	+ 0.9	No
Talked with girlfriend or wife	15.2	19.1	+ 3.9	Yes
Talked with teacher or guidance counselor	10.8	11.3	+ 0.5	No
<u>Took Aptitude Test in High School Given by Armed Services (Qu. 8c)</u>				
	15.9	13.7	- 2.2	Yes
<u>Perceived Attitudes of Parents/Friends Toward Joining the Military (Qu. 10a, 11a &amp; 12a)</u>				
Father in favor	27.4	28.5	+ 1.1	No
Mother in favor	15.8	17.8	+ 2.0	Yes
Friends in favor*	-	11.5	-	-

Base: (5203) (5217)

\* Not asked in Spring 1979.



FIGURE 1.3

## RECRUITER CONTACT - PAST 5-6 MONTHS - ANY SERVICE

	<u>%</u>	<u>Fall '75 - Spring '80 Change</u>	<u>Statistically Significant</u>
Fall '75	24.7		
Spring '76	24.3		
Fall '76	24.9		
Spring '77	25.9		
Fall '77	26.0		
Spring '78	27.1		
Fall '78	27.3		
Spring '79	25.4		
Fall '79	23.8		
Spring '80	26.9	+ 2.2	Yes

Base: All Respondents

Source: Question 8a

FIGURE 1.4

## RECRUITER CONTACT - EVER - ANY SERVICE

	<u>%</u>	<u>Fall '75 - Spring '80 Change</u>	<u>Statistically Significant</u>
Fall '75	49.2		
Spring '76	47.6		
Fall '76	49.9		
Spring '77	49.1		
Fall '77	50.0		
Spring '78	52.5		
Fall '78	52.3		
Spring '79	48.9		
Fall '79	47.9		
Spring '80	50.9	+ 1.7	No

Base: All Respondents

Source: Question 9a

2. Recalled incidence of contact with recruiters from specific services did not change from Spring 1979. As Figures 1.5 to 1.8 show, this measure has remained constant across time for all of the services except the Navy. Recalled incidence of contact with Navy recruiters decreased significantly from Fall 1975 to Spring 1980 (17.1% vs. 15.2%).
3. The reported incidences of talking to influential others, such as friends with military experience, parents, and teachers and counselors about enlisting remained unchanged from year to year. The reported incidence of talking to girlfriends and spouses about enlisting, however, increased significantly.
4. The incidence of taking the Armed Forces sponsored aptitude test in high school declined significantly from Spring to Spring. As Figure 1.9 shows, the reported incidence of taking the ASVAB has declined significantly over time. This figure has dropped approximately 30% from Fall 1975 to Spring 1980.
5. The proportion of respondents who perceive their fathers and mothers to be in favor of their joining the military increased from Spring 1979. Only the figure associated with mothers, however, is statistically significant. As in previous waves, more fathers than mothers and more parents than friends were perceived to be in favor of their sons serving in the military.

FIGURE 1.5

## RECRUITER CONTACT - AIR FORCE

	<u>%</u>	<u>Fall '75 - Spring '80 Change</u>	<u>Statistically Significant</u>
Fall '75	14.4	- 0.9	No
Spring '76	14.8		
Fall '76	15.5		
Spring '77	14.8		
Fall '77	13.5		
Spring '78	14.2		
Fall '78	14.3		
Spring '79	12.8		
Fall '79	12.0		
Spring '80	13.5		

Base: All Respondents

Source: Question 9b

FIGURE 1.6

## RECRUITER CONTACT - ARMY

	<u>%</u>	<u>Fall '75 - Spring '80 Change</u>	<u>Statistically Significant</u>
Fall '75	25.3	- 0.2	No
Spring '76	23.1		
Fall '76	24.3		
Spring '77	23.1		
Fall '77	23.5		
Spring '78	26.4		
Fall '78	23.9		
Spring '79	23.3		
Fall '79	24.0		
Spring '80	25.1		

Base: All Respondents

Source: Question 9b

FIGURE 1.7

## RECRUITER CONTACT - MARINE CORPS

	<u>%</u>	<u>Fall '75 - Spring '80 Change</u>	<u>Statistically Significant</u>
Fall '75	14.7	- 1.1	No
Spring '76	14.2		
Fall '76	14.9		
Spring '77	14.5		
Fall '77	13.0		
Spring '78	14.9		
Fall '78	13.7		
Spring '79	12.9		
Fall '79	12.3		
Spring '80	13.6		

Base: All Respondents

Source: Question 9b

FIGURE 1.8

## RECRUITER CONTACT - NAVY

	<u>%</u>	<u>Fall '75 - Spring '80 Change</u>	<u>Statistically Significant</u>
Fall '75	17.1	- 1.9	Yes
Spring '76	15.8		
Fall '76	17.5		
Spring '77	14.4		
Fall '77	15.4		
Spring '78	17.4		
Fall '78	15.2		
Spring '79	15.2		
Fall '79	14.8		
Spring '80	15.2		

Base: All Respondents

Source: Question 9b

FIGURE 1.9

## TOOK APTITUDE TEST IN HIGH SCHOOL GIVEN BY ARMED FORCES

	<u>Z</u>	<u>Fall '75 - Spring '80 Change</u>	<u>Statistically Significant</u>
Fall '75	19.8		
Spring '76	17.4		
Fall '76	18.1		
Spring '77	18.3		
Fall '77	18.3		
Spring '78	14.8		
Fall '78	16.4		
Spring '79	15.9		
Fall '79	14.2		
Spring '80	13.7	- 6.1	Yes

Base: All Respondents

Source: Question 8c

### 1.5 - Key Demographics

The demographics of the Spring 1979 and Spring 1980 samples are shown in Tables 1.4-1.6. The following conclusions can be drawn:

1. The data weighting procedure used in this study eliminates any sampling differences with respect to age and race by balancing the results to known "military available" statistics. Hence, the samples in all waves are identical with respect to age and race. The data weighting procedure is explained in detail in Appendix III.
2. Reported employment, especially full-time employment, among the sample of Spring 1980 male youth is significantly below that recorded for the Spring 1979 sample. Concomitant with the finding of decreased employment is the finding that the percentage of young men not employed and looking for a job increased significantly from Spring 1979. A hypothesis that has been pursued in recent waves is that changes in propensity are related to changes in reported employment. That is, to the extent that a young man can find satisfactory employment in the civilian sector, he may be less inclined to enlist. A correlation analysis of the two sets of data tends to support the above hypothesis.
3. The percentage of respondents attending school, especially high school, increased significantly from Spring 1979. At the same time, the reported proportion of high school graduates declined significantly from Spring to Spring. These changes in reported school attendance and level of education achieved do not reflect any age differences between the two Spring samples, since the age and racial composition of the sample does not change from wave to wave. Rather, the observed differences in reported school attendance and level of education achieved reflect behavioral changes perhaps motivated by labor market conditions.

TABLE 1.4  
AGE AND RACE

	Spring '79 <u>%</u>	Spring '80 <u>%</u>
<u>Age</u>		
16	18.5	18.5
17	18.5	18.5
18	17.5	17.5
19	16.6	16.6
20	14.8	14.8
21	14.1	14.1
<u>Race</u>		
White	85.4	85.3
Non-White	13.9	13.8
Refused	0.6	0.8

Base: (5203) (5217)

Source: Questions 3a and 23

TABLE 1.5  
EMPLOYMENT STATUS

	Spring '79	Spring '80	Spring '79-'80 Change	Statistically Significant
	<u>z</u>	<u>z</u>	<u>z</u>	
<u>Employed (Qu. 3f, 3g)</u>	66.2	61.2	-5.0	<u>Yes</u>
Full-time	37.3	32.2	-5.1	Yes
Part-time	28.8	28.7	-0.1	No
Not specified	0.1	0.1	-	No
<u>Not Employed (Qu. 3f, 3g)</u>	33.8	38.5	+4.7	<u>Yes</u>
Looking for a job	22.4	25.4	+3.0	Yes
Not looking	11.1	12.2	+1.1	No
Not specified	0.3	0.9	+0.6	Yes

TABLE 1.6  
SCHOOLING STATUS

	Spring '79	Spring '80	Spring '79-'80 Change	Statistically Significant
	<u>z</u>	<u>z</u>	<u>z</u>	
<u>Attending School (Qu. 3b, 3c)</u>	58.4	61.6	+3.2	<u>Yes</u>
In high school	44.3	46.5	+2.2	Yes
In vocational school	1.8	2.0	+0.2	No
In college	12.3	13.0	+0.7	No
<u>Not Attending School (Qu. 3b, 3c)</u>	41.6	38.4	-3.2	<u>Yes</u>
High school graduate	31.5	28.8	-2.7	Yes
Not high school graduate	10.0	9.5	-0.5	No
<u>Quality Index (Mean)*</u>	6.40	6.39	-0.1	<u>No</u>

Base: (5203) (5217)

\* Combination of Questions 21, 22 and 24



4. The quality index is a composite measure based on self-reported grades, number of math courses taken and passed in high school, and the science courses covering electronics and/or electricity taken and successfully passed in high school. A 10-point scale is used to compute this index, as shown in Table 1.7. Both Spring samples are identical with respect to quality index.

TABLE 1.7

<u>High School Grades</u>		<u>Number of Math Courses in High School</u>		<u>Science Courses in High School</u>	
	<u>Value</u>		<u>Value</u>		<u>Value</u>
A's & B's	3	None	1	Yes	2
B's & C's	2	One	2	No, Not Specified	1
C's & Below	1	Two	3		
Not Specified	0	Three	4		
		Four	5		
		Not Specified	0		

SECTION II

KEY RESULTS BY TRACKING AREA

Performance Differences By Tracking Areas

Interviewing for this study was conducted in 26 defined geographical areas referred to as tracking areas. The tracking area approach localizes the information derived from this study. This makes it possible for the individual service recruiting commands to receive feedback with respect to their performance within specific geographic areas.

This section is a discussion of key results by the 26 tracking areas. The data are examined in terms of whether data from individual tracking areas differ significantly from national levels. Tracking areas that deviate from the U.S. averages are highlighted.

Tables 2.1 to 2.11 summarize the key tracking area data. Interpretation of these tables has been facilitated by the following system of notation:

- Percentages that are significantly different from the U.S. average for a particular service are...
- CIRCLED if the entry is lower than the U.S. average
- BOXED if the entry is higher than the U.S. average

What follows is a discussion of the following data:

- propensity
- respondent academic characteristics
- recruiter contactt
- information seeking activities
- job opportunity perceptions
- information seeking activities
- job opportunity perceptions

## 2.1 Positive Propensity by Tracking Area

The key measure in this study is propensity to serve in one or more of the active duty services. As in past reports, the reader is cautioned against making any absolute interpretations of the propensity data. Accordingly, the propensity data should be interpreted in a relative sense (e.g., the identification of "high" versus "low" tracking areas). Any attempt to forecast actual accessions based on these data must take into account factors such as time of entry, and mental and physical qualification rates. Since the propensity index does not include these factors, only relative interpretations can be justified.

Figures 2.1-2.7 graphically present the propensity data for active duty services as well as the National Guard, Reserves and Coast Guard across each of the 26 tracking areas. The propensity data for the four active duty services were discussed in Section I. Propensity for the Reserves (15.7% vs. 20.6%) and the National Guard (15.0% vs. 18.6%) showed significant Spring-to-Spring increases. Propensity for the Coast Guard, however, remained unchanged from Spring 1979 (11.8% vs. 12.2%). Respondents who indicated a positive propensity to serve in the Reserve components also were asked which branches of the Reserves and National Guard they would select. The propensity figures are as follows:

### Reserves

Air Force	6.3%
Army	5.9%
Navy	2.8%
Marine Corps	2.8%

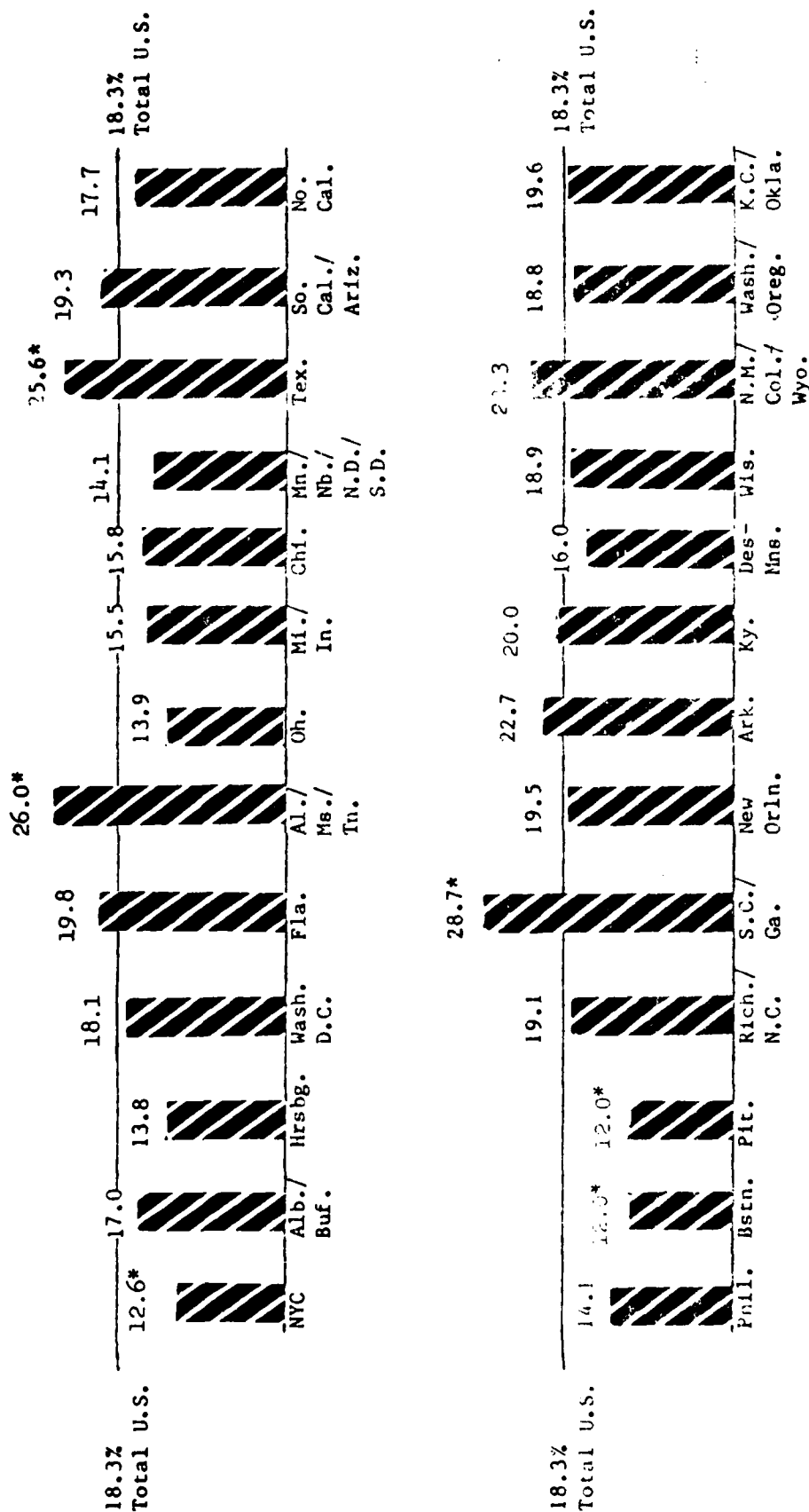
### National Guard

Army National Guard	10.0%
Air National Guard	7.5%

FIGURE 2.1

## POSITIVE PROPENSITY LEVELS BY TRACKING AREA

## AIR FORCE

(Percent respondents endorsing definitely or probably considering serving)

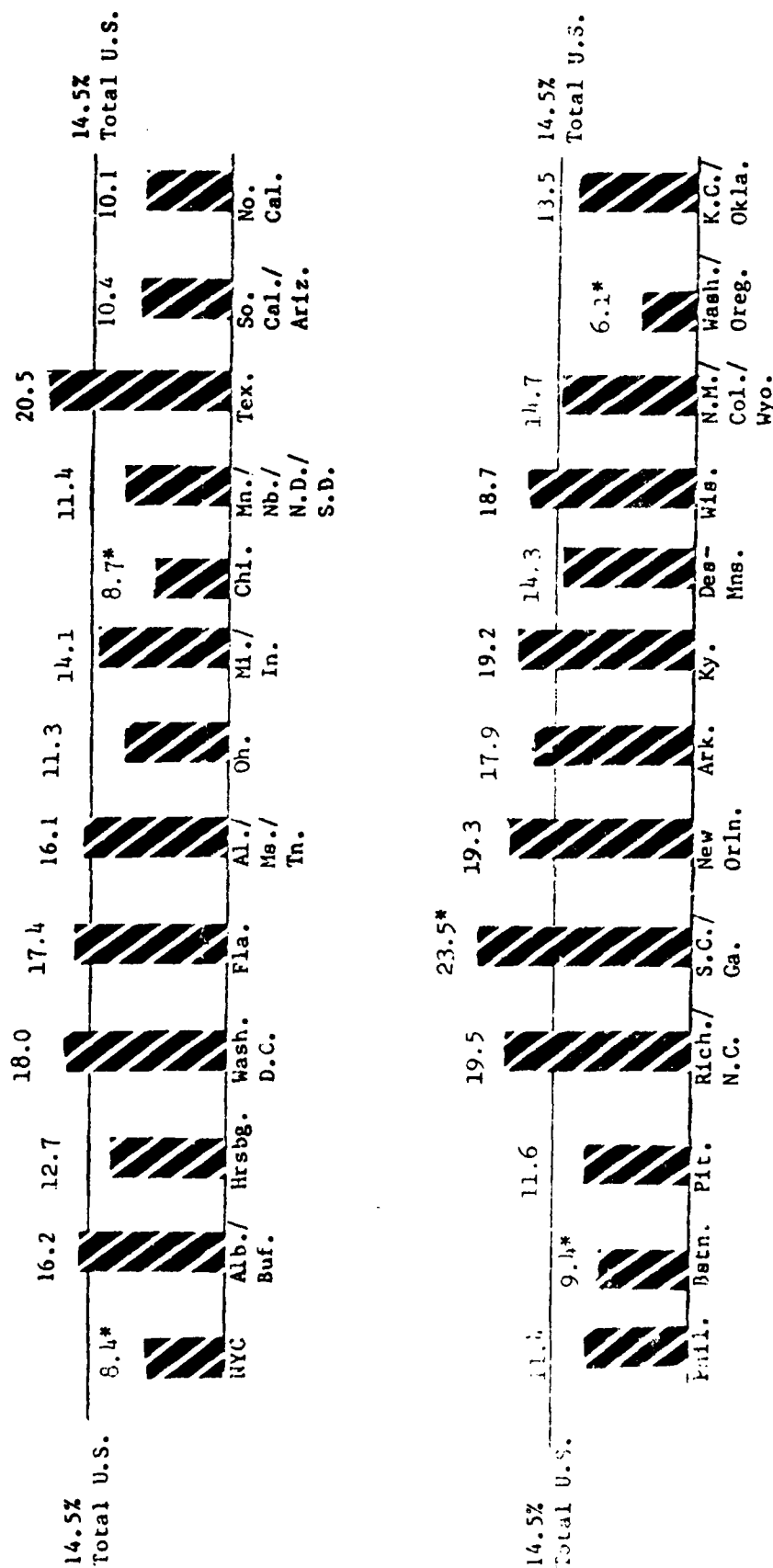
Source: Question 5

\* Differs significantly from the total U.S.

FIGURE 2.2

## POSITIVE PROPENSITY LEVELS BY TRACKING AREA

## ARMY

(Percent respondents endorsing definitely or probably considering serving)

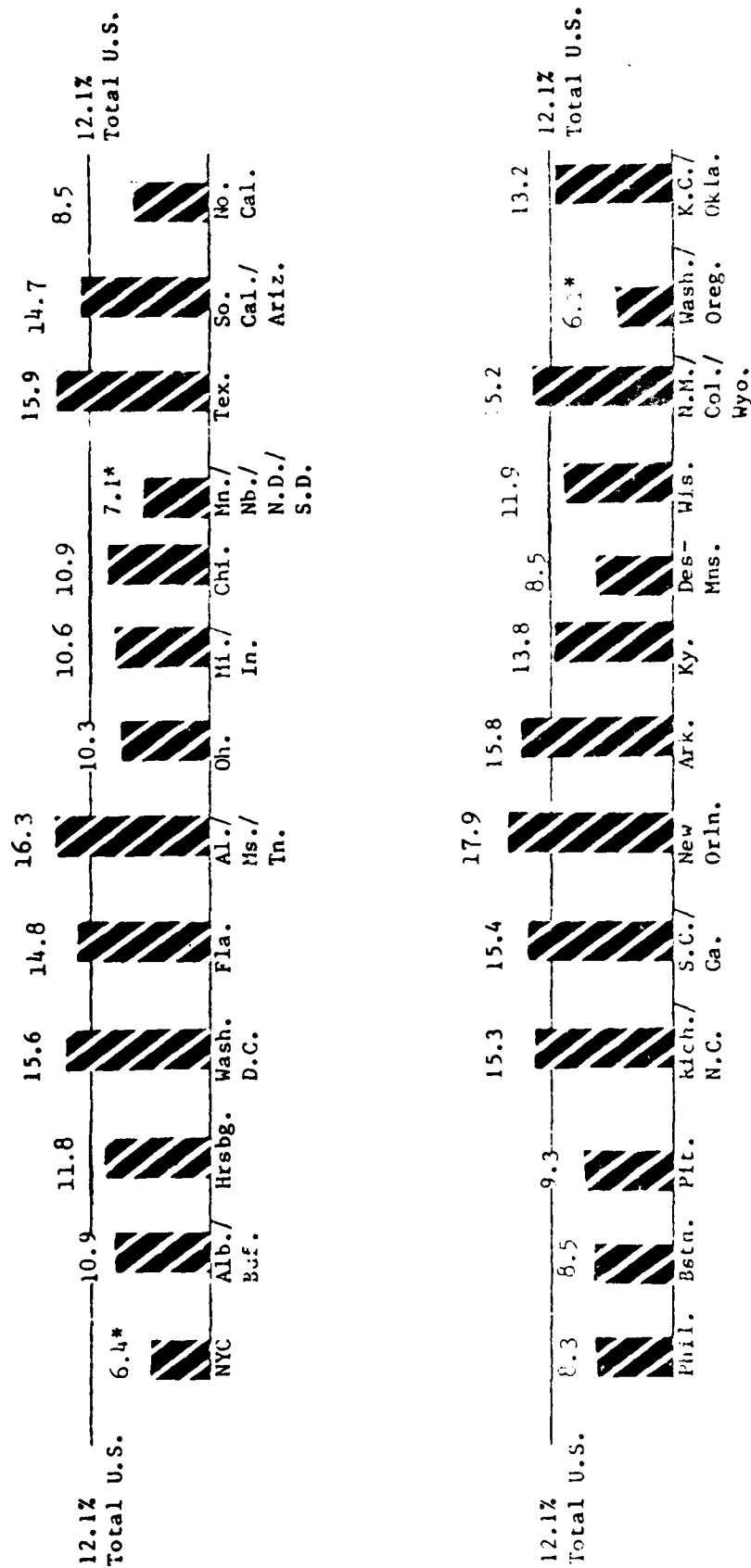
Source: Question 5

\* Differs significantly from the total U.S.

FIGURE 2.3

## POSITIVE PROPENSITY LEVELS BY TRACKING AREA

## MARINE CORPS

(Percent respondents endorsing definitely or probably considering serving)

Source. Question 7

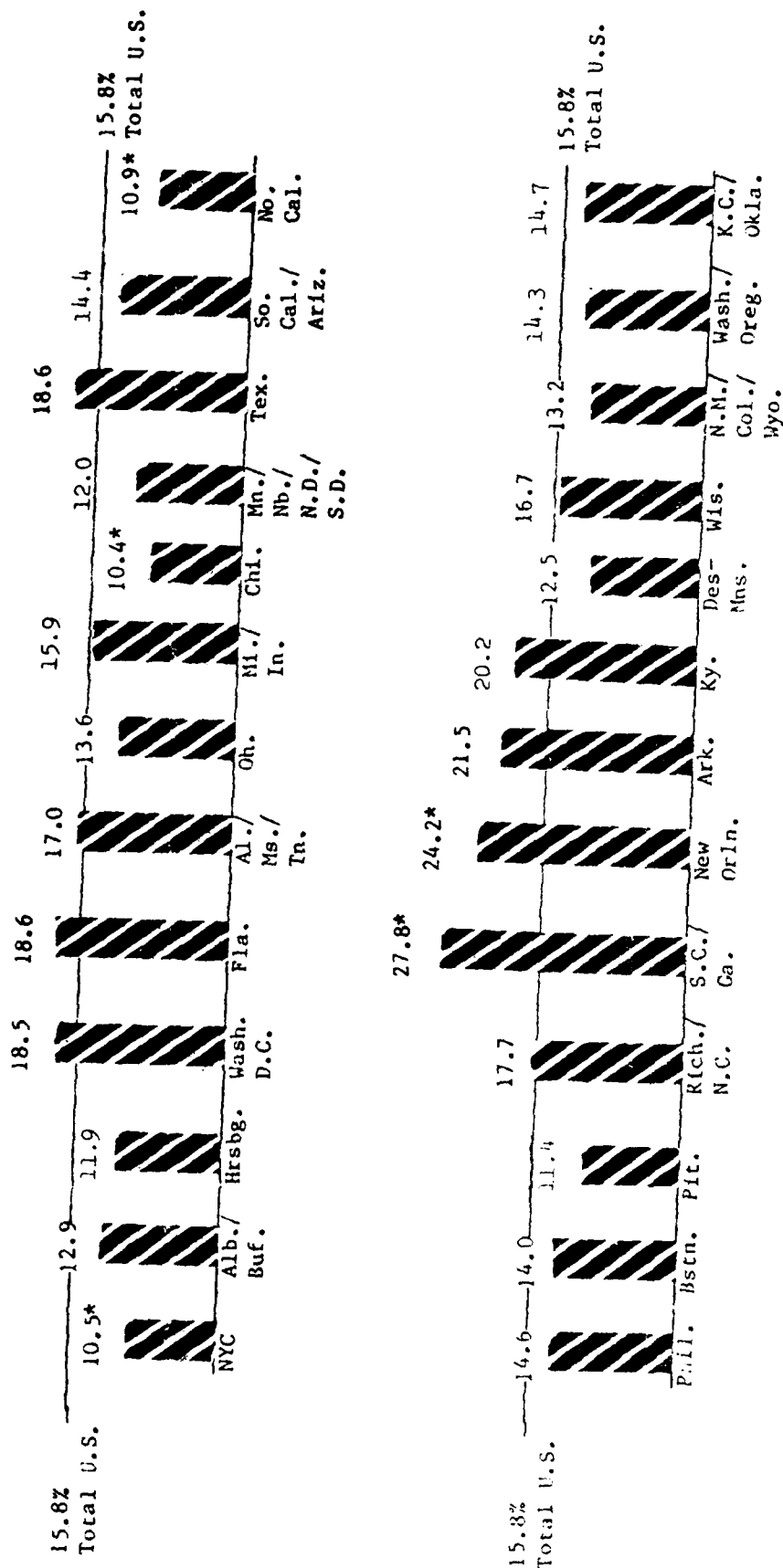
\* Differs significantly from the total U.S.

FIGURE 2.4

POSITIVE PROPENSITY LEVELS BY JACKING AREA

NAVY

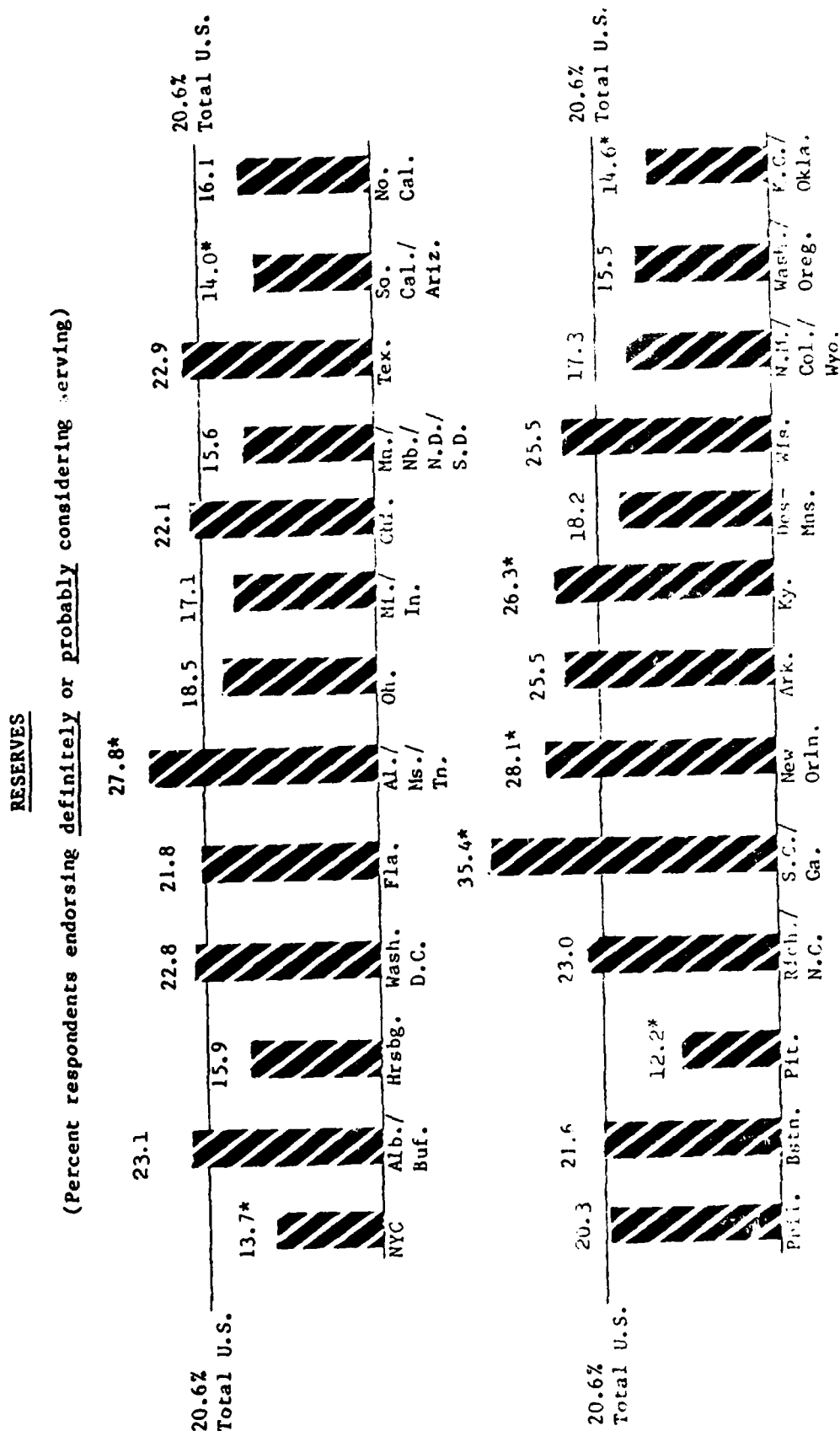
(Percent respondents endorsing definitely or probably considering serving)



Source: Question 5



**FIGURE 2.5**  
**POSITIVE PROPENSITY LEVELS BY TRACKING AREA**



Source: Question 5

\* Officers significantly from the total U.S.

FIGURE 2.6

POSITIVE PROPENSITY LEVELS BY TRACKING AREA

NATIONAL GUARD

(Percent respondents endorsing definitely or probably considering serving)



Source: Question 5

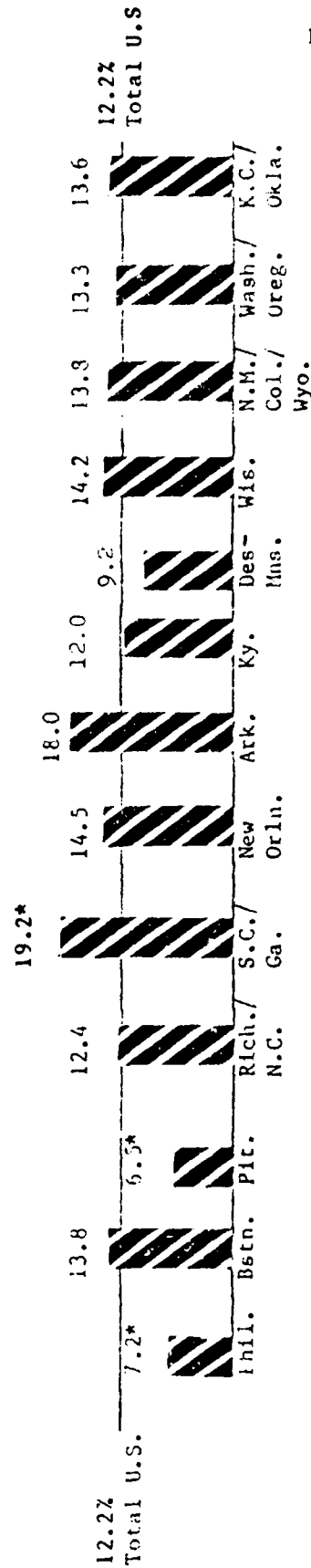
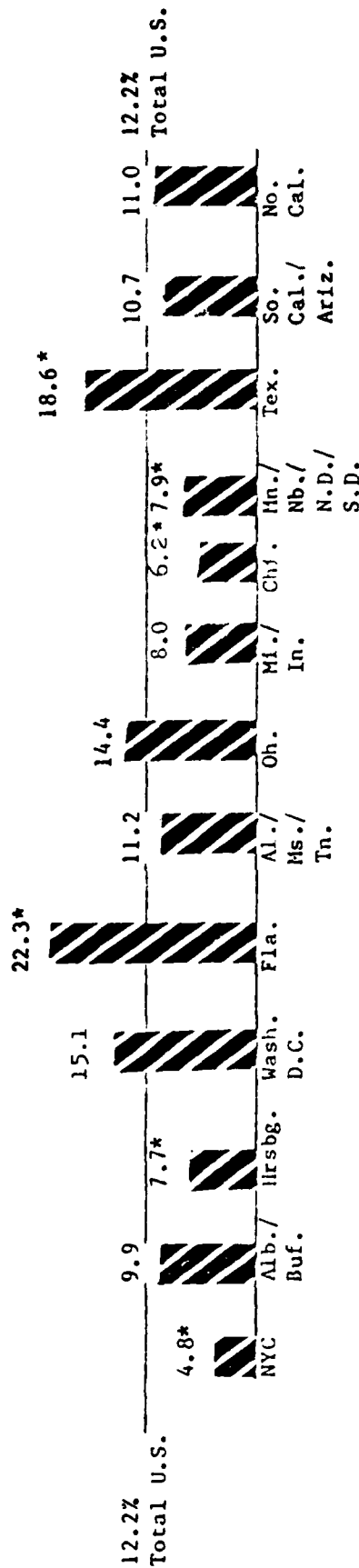
\* Differs significantly from the total U.S.

FIGURE 4.1

POSITIVE PROPENSITY LEVELS BY TRACKING AREA

COAST GUARD

(Percent respondents endorsing definitely or probably considering serving)



Source: Question 5

\* Differs significantly from the total U.S.

Table 2.1 summarizes the propensity data for each of the services within each of the 26 tracking areas. Relative to national averages, the following exceptions occur:

1. The propensity to serve in the Air Force deviates from the U.S. average of 18.3% as follows in these areas:

<u>Below Average</u>	<u>Above Average</u>
● New York City (12.6%)	● Alabama/Mississippi/Tennessee (26.0%)
● Boston (12.0%)	● Texas (25.6%)
● Pittsburgh (12.0%)	● South Carolina/Georgia (28.7%)

2. The propensity to serve in the Navy deviates from the U.S. average of 15.8% as follows in these areas:

<u>Below Average</u>	<u>Above Average</u>
● New York City (10.5%)	● South Carolina/Georgia (27.8%)
● Chicago (10.4%)	● New Orleans (24.2%)
● Northern California (10.9%)	

3. The propensity to serve in the Army deviates from the U.S. average of 14.5% as follows in these areas:

<u>Below Average</u>	<u>Above Average</u>
● New York City (8.4%)	● South Carolina/Georgia (23.5%)
● Chicago (8.7%)	
● Boston (9.4%)	
● Washington/Oregon (6.1%)	

4. The propensity to serve in the Marine Corps deviates from the U.S. average of 12.1% as follows in these areas:

Below Average

- New York City (6.4%)
- Minnesota/Nebraska/North Dakota/South Dakota (7.1%)
- Washington/Oregon (6.1%)

Above Average

(No above-average tracking areas)

5. The propensity to serve in the Reserves deviates from the U.S. average of 20.6% as follows in these areas:

Below Average

- New York City (13.7%)
- Southern California/Arizona (14.0%)
- Pittsburgh (12.2%)
- Kansas City/Oklahoma (14.6%)

Above Average

- Alabama/Mississippi/Tennessee (27.8%)
- South Carolina/Georgia (35.4%)
- New Orleans (28.1%)
- Kentucky (26.3%)

6. The propensity to serve in the National Guard deviates from the U.S. average of 18.6% as follows in these areas:

Below Average

- New York City (9.3%)
- Harrisburg (11.6%)
- Chicago (11.4%)
- Northern California (9.7%)
- Pittsburgh (10.6%)

Above Average

- Alabama/Mississippi/Tennessee (29.7%)
- South Carolina/Georgia (34.2%)

TABLE 2.1

## POSITIVE PROPENSITY TO SERVE IN MILITARY SERVICES

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors in the Tracking Area Estimate

Percent Saying Definitely or Probably	Total U.S. %	Alb./		Wash. D.C. %	Al./		Ml./		Mn./		Tex.		So.		No. Cal. %
		NYC %	Buf. %		Hrsbg. %	Fla. %	Tn. %	Oh. %	In. %	Chi. %	N.D./ S.D. %	Tex. %	Ariz. %	Cal. %	
Air Force	18.3	12.6	17.0	13.8	18.1	19.8	26.0	13.9	15.5	15.8	14.1	25.6	19.3	17.7	
Navy	15.8	10.3	12.9	11.9	18.5	18.6	17.0	13.6	15.9	0.4	12.0	18.6	14.4	0.9	
Army	14.5	8.4	16.2	12.7	18.0	17.4	16.1	11.3	14.1	8.7	11.4	20.5	10.4	10.1	
Marine Corps	12.1	6.4	10.9	11.8	15.6	14.8	16.3	10.3	10.6	10.9	7.1	15.9	14.7	8.5	
Reserves	20.6	13.7	23.1	15.9	22.8	21.8	27.8	18.5	17.1	22.1	15.6	22.9	14.0	16.1	
National Guard	18.6	9.3	16.0	11.6	24.5	21.1	29.7	20.8	17.3	11.4	18.9	18.4	14.9	9.7	
Coast Guard	12.2	4.8	9.9	7.7	15.1	22.3	11.2	14.4	8.0	6.3	7.9	18.6	10.7	11.0	

Base: All Respondents

Source: Question 5

Response Alternatives:  
 Definitely consider  
 Probably consider  
 Probably not consider  
 Definitely not consider

TABLE 2.1

## POSITIVE PROPENSITY TO SERVE IN MILITARY SERVICES

Circled and boxed entries are those where total U.S. falls beyond range of two Standard Errors of the Tracking Area Estimate

Percent Saying Definitely or Probably	Total U.S. %	Phil. %	Bstn. %	Pit. %	Rich. N.C. %	S.C. Ga. %	New Orln. %	Ark. %	Ky. %	Del. %	Wis. %	N.M. Col. %	Wash. Oreg. %	K.C. Okla. %
Air Force	18.3	14.1	(2.0)	(12.0)	19.1	28.7	19.5	22.7	20.0	16.0	18.9	23.3	18.8	19.6
Navy	15.8	14.6	14.0	11.4	17.7	27.8	24.2	21.5	20.2	12.5	16.7	13.2	14.3	14.7
Army	14.5	11.4	(9.4)	11.6	19.5	23.5	19.3	17.9	19.2	14.3	18.7	14.7	(6.1)	13.5
Marine Corps	12.1	8.3	8.5	9.3	15.3	15.4	17.9	15.8	13.8	3.5	11.9	15.2	(6.1)	13.2
Reserves	20.6	20.3	21.6	(12.2)	23.0	35.4	28.1	25.5	26.3	18.2	25.5	17.3	15.5	(14.6)
National Guard	18.6	21.6	17.1	(10.6)	22.9	34.2	19.1	20.6	23.7	17.2	21.7	16.8	15.0	17.1
Coast Guard	12.2	(7.2)	13.8	(6.5)	12.4	19.2	14.5	18.0	12.0	5.2	14.2	13.8	13.3	13.6

Base: All Respondents

Source: Question 5

Response Alternatives: Definitely consider  
Probably consider  
Probably not consider  
Definitely not consider

7. The propensity to serve in the Coast Guard deviates from the U.S. average of 12.2% as follows in these areas:

<u>Below Average</u>	<u>Above Average</u>
● New York City (4.8%)	● Florida (22.3%)
● Harrisburg (7.7%)	● Texas (18.6%)
● Chicago (6.2%)	● South Carolina/Georgia (19.2%)
● Minnesota/Nebraska/ North Dakota/South Dakota (7.9%)	
● Philadelphia (7.2%)	
● Pittsburgh (6.5%)	

Propensity for each of the services within each of the tracking areas tends to fluctuate widely from wave-to-wave. This instability of the data reflects the relatively small sample sizes (approximately 200) for each tracking area. Hence, wave-to-wave changes in propensity can be a misleading indicator of the relative geographical strengths and weaknesses of each service. A more stable indicator is the general pattern of these data over time. Accordingly, the military has consistently registered above-average appeal in the southern tracking areas. The South Carolina/Georgia tracking area has been a particularly strong market. On the other hand, the weakest markets have been in the industrial northern areas of the country. The New York City tracking area has consistently registered below-average levels of propensity for all of the services.



## 2.2 Propensity to Work as a Laborer on Construction Jobs

Prior to being asked their propensity to serve in the services, respondents are asked to indicate their propensity to work in the following types of jobs:

- Laborer on construction jobs
- Desk job in a business office
- Salesman

Respondents who express positive propensity for military service also tend to be the same individuals who express a positive propensity toward working as a laborer on construction jobs. As discussed in previous reports, this relationship seems reasonable in view of the fact that youth with positive propensity for the military attach above-average importance to learning a trade/skills. The tracking area data on propensity for working as a laborer are an additional indicator of where the services appear to have recruiting strengths and weaknesses.

Table 2.2 summarizes the Spring 1980 propensity data for working as a laborer on construction jobs. Nationally, propensity is 35.5%. This is a significant decline from the Spring 1979 figure of 38.1%. One tracking area is below the national level: New York City. Four tracking areas are above the national average: Minnesota/Nebraska/North Dakota/South Dakota, Northern California, Kentucky, Des Moines.

TABLE 2.2

## WORK AS A LABORER ON CONSTRUCTION JOB

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimates

Percent Saying Definitely or Probably	Total U.S. <u>%</u>	NYC <u>%</u>	Alb./ Buf. <u>%</u>	Wash. D.C. <u>%</u>	Al./ Ms./ Tn. <u>%</u>	Fla. <u>%</u>	Oh. <u>%</u>	Mi./ In. <u>%</u>	Chi. <u>%</u>	Mn./ Nb./ N.D./ S.D. <u>%</u>	Tex. <u>%</u>	So. Cal./ Ariz. <u>%</u>	No. Cal. <u>%</u>	
Will work as a laborer on construction job	35.5	(20.2)	30.5	28.6	32.4	34.8	33.8	35.8	30.7	38.0	45.7	34.7	34.9	44.3

Base: All Respondents

Source: Question 5

TABLE 2.2

## WORK AS A LABORER ON CONSTRUCTION JOB

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

Percent Saying Definitely or Probably	Total U.S. %	Phil. %	Bstn. %	Pit. %	Rich. N.C. %	S.C./ Ga. %	New Orln. %	Ark. %	Ky. %	Des- Mns. %	Wis. %	N.M./ Col. Wyo. %	Wash./ Oreg. %	K.C./ Okla. %
Will work as a laborer on construction job	35.5	33.4	30.1	32.9	35.8	34.5	36.9	36.3	44.8	43.8	37.2	41.4	38.1	32.4

Base: All Respondents

Source: Question 5

### 2.3 Academic Achievement and Derived Quality Index

Success in the service is partially contingent on one's educational abilities. Critics of the all-volunteer force have focused on the growing disparity between the ever-increasing technical sophistication of the military and the increasing number of recruits with insufficient educational skills. In view of the importance of this issue, this series of studies has tracked the relative educational ability of positive propensity youth. This has been done by asking respondents to report several areas of academic information: high school grades, high school education program, mathematics courses taken and passed in high school, and science courses covering electricity and/or electronics taken and successfully passed in high school. A quality index number is computed for each respondent based on his responses to these questions. High school education program (i.e., college preparatory, commercial/business, and vocational) is not used in developing this index, since it is difficult to assign scalar values to this factor. The index ranges from a low score of 1 to a high score of 10. The derivation of the quality index was explained earlier in Table 1.7 (see Section I). Table 2.3 summarizes the quality index data. The national figure is 6.39 which is comparable to the Spring 1979 figure (6.40). Deviations from this national average are geographical in nature. Several southern tracking areas are below this figure. These areas are: Florida, Alabama/Mississippi/Tennessee, Richmond/North Carolina, South Carolina/Georgia, and Kentucky. Quality index values are above the U.S. average in two eastern areas: New York City and Boston.

The number of math courses taken and passed is an important component of the quality index. As in past waves of this study, tracking areas in the northeast are superior to other areas on this measure. Southern tracking areas, on the other

hand, tend to be the weakest areas on this measure. The data are presented in Table 2.4.

The high school curriculum is not a component of the quality index. Its importance to this study, however, is that it contributes to an understanding of the propensity measure. For example, young men enrolled in vocational programs are probably more likely than their peers to be interested in military service where they can get additional vocational training.

As shown in Table 2.5, the 26 tracking areas differ widely with respect to high school education programs. There is an above-average incidence of having had a college preparatory curriculum in the northeastern tracking areas. Just the same is true for vocational curricula in the southern markets.

The levels of these academic indicators as well as the pattern of the data across tracking areas is consistent with the data recorded in previous waves of the study.

TABLE 2.3

## RESPONDENT QUALITY INDEX

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

Total U.S. %	NYC %	Alb. Buf. %	Hrsbg. %	Wash. D.C. %	Fla. %	Al. Ms. In. %	Oh. %	Mi. In. %	Chi. %	Nb. S.D. %	Mn. N.D. %	So. Cal. %	Ariz. %	No. Cal. %
6.39	7.13	6.55	6.63	6.32	6.00	5.95	6.41	6.47	6.36	6.33	6.57	6.35	6.49	6.49
Mean index value														

Base: All Respondents

Source: Quality Index (combination of Questions 21, 23 and 24)

Scale Value: Minimum value = 1

Maximum value = 10

TABLE 2.3

## RESPONDENT QUALITY INDEX

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

	Total U.S. %	Phil. %	Bstn. %	Pit. %	Rich. N.C. %	S.C. Ga. %	New Orln. %	Ark. %	Ky. %	Des- Mns. %	Wis. %	N.M. Col. Wyo. %	Wash. Oreg. %	K.C. Okla. %
Mean index value	6.39	6.62	6.99	6.59	5.99	6.08	6.28	6.33	6.09	6.38	6.34	6.33	6.36	6.16

Base: All Respondents

Source: Quality Index (combination of Questions 21, 23 and 24)

Scale Value: Minimum value = 1  
Maximum value = 10

TABLE 2.4

## NUMBER OF MATH COURSES PASSED

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

Percent Naming This Number of Courses	Total U.S. %	Alb./		Wash.		Al./		MI./		Mn./		So.	
		NYC %	Buf. %	Hrsbg. %	D.C. %	Fla. %	Tn. %	Oh. %	In. %	Chi. %	N.D. %	Cal./ Ariz. %	No. Cal. %
Three or more	36.5	49.6	41.8	46.9	37.7	36.1	24.1	35.0	35.7	39.5	33.5	33.1	36.5
Less than three	45.8	37.1	41.3	36.2	41.9	39.5	47.7	43.8	49.7	46.9	50.3	51.0	49.6
None	17.7	13.3	16.9	16.9	20.5	24.4	28.2	21.2	14.6	13.6	16.2	15.9	13.9

Base: All Respondents

Source: Question 23



TABLE 2.4

## NUMBER OF MATH COURSES PASSED

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

Percent Naming This Number of Courses	Total U.S. %	Phil. %	Bstn. %	Pit. %	Rich. N.C. %	S.C. Ga. %	New Orln. %	Ark. %	Ky. %	Des- Mns. %	Wis. %	N.M. Col. %	Wash. Oreg. %	K.C. Okla. %
Three or more	36.5	46.8	50.8	42.2	33.0	29.3	35.6	30.1	28.4	34.5	35.9	38.3	36.8	26.8
Less than three	45.8	34.4	37.3	41.9	45.8	49.7	47.8	51.3	51.9	48.4	49.6	43.7	45.3	59.2
None	17.7	18.8	12.0	15.9	21.2	21.0	16.7	18.6	19.8	17.1	14.5	18.1	17.9	14.0

Base: All Respondents

Source: Question 23

TABLE 2.5

## HIGH SCHOOL EDUCATION PROGRAM

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimates

Percent Naming This Program	Total U.S. %	Alb./			Wash.		Al./		Mi./		Mn./		So.		No.	
		NYC %	Buf. %	Hrsbg. %	D.C. %	Fla. %	Tn. %	Oh. %	In. %	Chi. %	S.D. %	Nb. %	Tex. %	Cal. Ariz. %	Cal. %	Cal. %
College preparatory	43.8	60.6	48.6	52.2	47.6	50.4	32.7	48.6	37.7	41.8	39.4	48.0	38.0	45.5		
Vocational	39.6	25.7	29.3	31.7	34.5	31.7	50.0	38.4	40.9	41.0	45.8	38.4	42.7	36.3		
Commercial/ business	15.1	13.2	22.1	16.0	18.0	16.9	14.7	11.5	19.9	16.5	14.1	11.5	17.5	15.4		

Base: All Respondents

Source: Question 22

TABLE 2.5

## HIGH SCHOOL EDUCATION PROGRAM

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

Percent Naming This Program	Total U.S. %	Phil. %	Bstn. %	Pit. %	Rich. N.C. %	S.C. Ga. %	New Orln. %	Ark. %	Ky. %	Des- Mns. %	Wis. %	N.H. Col. Wyo. %	Wash. Oreg. %	K.C. Okla. %
College preparatory	43.8	61.3	59.5	47.2	36.9	41.1	47.5	37.1	36.5	38.4	28.6	35.8	40.3	39.7
Vocational	39.6	21.9	27.6	36.6	49.3	48.5	34.2	48.1	43.7	44.5	56.8	48.4	45.8	35.5
Commercial/ business	15.1	16.5	12.5	15.4	12.3	10.0	16.3	11.6	18.3	12.1	14.2	13.1	12.5	19.8

Base: All Respondents

Source: Question 22

#### 2.4 Recalled Recruiter Contact

Table 2.6 presents the data for recent recalled recruiter contact (past five to six months). Only two tracking areas deviate from the national figure of 26.9%. These are Minnesota/Nebraska/North Dakota/South Dakota and Pittsburgh which are both above the national average.

TABLE 2.6

## HAD RECENT RECRUITER CONTACT

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimates

Percent Had Recruiter Contact	Total U.S. %	NYC %	Alb./ Buf. %	Hrsbg. %	Wash. D.C. %	Fla. %	Al./ Ms./ Tn. %	Oh. %	MI./ In. %	Chi. %	Mn./ Nb./ N.D./ S.D. %	So. Cal./ Ariz. %		No. Cal. %
Past 5-6 months	26.9	23.3	27.3	22.5	23.4	23.6	23.3	29.0	30.0	21.6	35.9	30.2	26.1	21.6

Base: All Respondents

Source: Question 8a

TABLE 2.6

## HAD RECENT RECRUITER CONTACT

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

Percent Had Recruiter Contact	Total		Phil.		Bstn.		Pit.		Rich./ N.C.		S.C./ Ga.		New Orln.		Ark.		Ky.		Des- Mns.		Wis.		N.M./ Col./ Wyo.		Wash./ Oreg.		K.C./ Okla.	
	U.S.	%	U.S.	%	U.S.	%	U.S.	%	U.S.	%	U.S.	%	U.S.	%	U.S.	%	U.S.	%	U.S.	%	U.S.	%	U.S.	%	U.S.	%	U.S.	%
Past 5-6 months	26.9		25.9		25.1		36.7		25.7		27.3		24.9		27.5		28.6		31.8		28.0		23.6		22.6		31.0	

Base: All Respondents

Source: Question 8a

## 2.5 Type of Recent Recruiter Contact

Contact with service recruiters can be very direct and personal, such as at a recruiting station, or more indirect and anonymous, such as mail literature. This series of studies has tracked recruiter contact since the first wave (Fall 1975). This issue is discussed below as part of the tracking area analysis and again in Section III. The analysis of these data at the tracking area level provides the Department of Defense and the services with additional feedback on recruiter contact at a local level.

The Spring 1979 and Spring 1980 national levels of each type of recruiter contact are summarized below. The bases for these figures are those individuals who reported having had recent recruiter contact.

	Spring '79	Spring '80	Statistically Significant Change
	<u>%</u>	<u>%</u>	
Talked to recruiter by telephone	52.3	51.7	No
Received recruiting literature in the mail	45.3	46.3	No
Heard recruiter talk at high school	48.6	46.1	No
Talked face-to-face (not at station)	47.7	45.0	No
Went to a recruiting station	26.4	25.6	No

Table 2.7 presents these data for each of the 26 tracking areas. As the table shows, all of the types of recruiter contact

TABLE 2.7

## TYPE OF RECENT RECRUITER CONTACT

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimates

Percent Had This Type of Recruiter Contact	Total U.S. %	NYC %	Alb. Buf. %	Hrsbg. %	Wash. D.C. %	Fla. %	Al./ Ms./ Tn. %	Oh. %	Mt. In. %	Chi. %	N.D./ S.D. %	Tex. %	So. Cal./ Ariz. %	No. Cal. %
Talked to recruiter by telephone	51.7	42.1	44.6	59.6	39.9	43.5	40.0	65.6	52.9	55.0	76.4	49.0	40.9	49.2
Received recruiting literature in the mail	46.3	49.3	45.8	42.5	51.6	50.4	39.9	52.0	42.8	49.6	53.5	49.0	43.6	28.7
Heard recruiter talk at high school	46.1	52.0	39.4	53.6	53.1	47.8	70.6	46.9	36.2	50.8	35.6	59.7	52.9	39.3
Talked face-to-face (not at station)	45.0	49.6	44.4	33.6	38.9	46.0	54.3	43.6	27.3	65.5	41.1	41.6	39.5	41.6
Went to a recruiting station	25.6	28.3	21.0	33.9	28.1	21.8	23.0	28.4	19.4	31.4	25.5	32.6	25.1	28.7

Base: All Respondents Having Recent Recruiter Contact

Source: Questions 8b and 8c



TABLE 2.7

## TYPE OF RECENT RECRUITER CONTACT

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

Percent Had This Type of Recruiter Contact	Total U.S. %	Phil. %	Bstn. %	Pit. %	Rich. N.C. %	S.C./ Ga. %	New Orln. %	Ark. %	Ky. %	Des- Mns. %	Wis. %	N.H./ Col. Wyo. %	Wash./ Oreg. %	K.C./ Okla. %
Talked to recruiter by telephone	51.7	48.9	51.8	60.7	40.1	(28.0)	42.7	59.0	44.0	60.5	59.6	46.4	59.8	61.6
Received recruiting literature in the mail	46.3	46.1	42.0	46.2	40.4	41.6	(56.1)	50.0	45.0	(55.3)	46.8	(38.4)	45.9	50.4
Heard recruiter talk at high school	46.1	48.9	(59.7)	39.7	53.8	43.7	48.7	33.0	52.3	36.9	35.9	34.1	46.3	43.0
Talked face-to-face (not at station)	45.0	36.3	56.4	42.5	56.5	50.9	45.9	42.0	46.4	53.7	46.4	46.1	43.9	48.1
Went to a recruiting station	25.6	16.1	27.8	24.1	19.9	24.5	22.3	29.5	26.9	29.7	37.3	29.3	22.0	(11.4)

Base: All Respondents Having Recent Recruiter Contact

Source: Question 8b and 8c

exhibit particular strengths and weaknesses across the tracking areas. This is especially true of "talked to recruiter by telephone." These tracking area deviations show no particular geographical pattern.

## 2.6 Perceived Adequacy of Information Received from the Recruiter

Table 2.8 shows the percent of respondents who felt that they received inadequate information from the various service recruiters. Perceived adequacy of information is defined in quantitative terms. Specifically, each respondent who reported having had recruiter contact was asked whether he felt that the information provided was . . .

- All the information you wanted
- Most of it
- Very little

Inadequate information was defined by a response of "very little."

Nationally, all four services do reasonably well. At worst, only about one-in-five respondents felt that the contacted service did not provide enough information. Moreover, the services do not differ on this measure. On a Spring-to-Spring basis there were no significant changes in the perceived adequacy of the information provided by the services.

	Spring '79 <hr/> %	Spring '80 <hr/> %	Statistically Significant Change
Army	19.9	19.6	No
Navy	17.6	18.9	No
Marine Corps	19.9	18.7	No
Air Force	15.4	17.3	No

TABLE 2.8

## PERCENT RECEIVING INADEQUATE INFORMATION FROM MILITARY RECRUITER

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimates

Percent Getting Very Little Information	Total U.S. %	Alb./		Wash.		Al./		Ml./		Mn./		So.	
		NYC	Buf.	Hrsbg.	D.C.	Fla.	Tn.	Oh.	In.	Chi.	S.D.	Tex.	Cal./
From Army	19.6	20.1	13.8	24.3	22.7	6.1	6.4	11.4	23.2	8.3	20.1	18.9	24.4
From Navy	18.9	30.8	28.8	22.7	20.7	5.4	8.8	21.8	27.1	12.3	13.0	13.0	26.5
From Marine Corps	18.7	30.5	21.7	10.4	15.2	13.9	---	11.0	25.9	27.9	19.4	5.6	32.6
From Air Force	17.3	43.1	21.5	23.6	25.3	4.2	6.7	17.9	49.2	14.1	---	10.2	23.1
													27.0

Base: Respondents Having Recruiter Contact With Specific Service Recruiter

Source: Question 9e

Response Alternatives: All the information you wanted  
Most of it  
Very little

TABLE 2.8

## PERCENT RECEIVING INADEQUATE INFORMATION FROM MILITARY RECRUITER

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

Percent Getting Very Little Information	Total U.S. %	Phil.	Bstn.	Pit.	Rich./ N.C.	S.C./ Ga.	New Orln.	Ark.	Ky.	Des- Mns.	Wis.	N.M./ Col. Wyo.	Wash./ Oreg.	K.C./ Okla.
		%	%	%	%	%	%	%	%	%	%	%	%	%
From Army	19.6	24.2	21.5	9.7	40.7	31.8	14.7	28.7	16.5	18.6	13.4	32.7	8.5	17.7
From Navy	18.9	32.6	7.9	21.9	9.5	27.3	16.4	24.5	12.5	29.8	5.8	23.6	25.9	27.5
From Marine Corps	18.7	12.4	10.2	19.0	26.7	17.0	33.6	27.3	13.0	13.3	15.2	28.5	34.3	8.4
From Air Force	17.3	19.3	24.9	16.8	11.8	17.5	9.4	9.3	7.3	18.3	13.5	33.0	15.2	9.8

Base: Respondents Having Recruiter Contact With Specific Service Recruiter

Source: Question 9e

Response Alternatives: All the information you wanted  
Most of it  
Very little

The data presented in Table 2.8 vary widely because of the relatively small respondent bases in each case (i.e., respondents having contact with specific service recruiter in a particular tracking area). The error ranges associated with these estimates, therefore, are large. There is some variation across tracking areas on this measure. A tracking area below the national figure indicates strength for the particular service.

## 2.7 Other Activities Concerning Enlistment

In addition to recruiter contact, there are a number of other activities that an individual can undertake with respect to seeking information about the military. Since the first wave of this study, respondents have been asked whether or not they have undertaken a series of information seeking activities during the previous six months. Table 2.9 summarizes these data in terms of the percent of youth who say that they have undertaken a particular activity.

As the table shows, youth in New York City and in Des Moines were below the national averages for several of these activities. Just the opposite is true for the South Carolina/Georgia tracking area. The findings for New York City and South Carolina/Georgia are consistent with the propensity data for these two areas.

The year-to-year changes in all but three of these activities were discussed in Section I. The other three items -- "asked for information by mail," "physically or mentally tested at military examining station," and "made toll-free call to get information" -- remained unchanged.

TABLE 2.9

## OTHER ACTIVITIES CONCERNING ENLISTMENT

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimates

Percent Answering "Yes"	Total U.S. %	NYC %	Alb. Buf. %	Hrsbg. %	Wash. D.C. %	Fla. %	Al./ Ms./ Tn. %	Oh. %	Mi./ In. %	Chi. %	Mn./ Nb./ N.D./ S.D. %	Tex. %	So. Cal./ Ariz. %	No. Cal. %
Talked with friends in or out of service	37.5	23.0	35.3	35.9	43.7	44.7	43.5	42.0	33.0	37.1	36.9	42.4	41.3	31.4
Talked with one or both parents	36.8	34.7	38.5	40.0	45.5	43.6	41.5	38.5	32.6	30.3	37.0	38.2	45.9	27.7
Talked with girlfriend or wife	19.1	10.8	19.4	16.8	22.3	21.9	19.4	24.5	17.6	17.1	20.6	23.5	16.4	16.8
Took aptitude test in high school given by Armed Services	13.7	5.4	9.4	14.5	8.7	16.3	23.9	12.8	9.9	15.9	15.3	18.0	12.3	17.0
Talked with teacher or guidance counselor	11.3	12.3	11.0	10.8	13.3	12.3	14.3	9.3	9.4	10.6	8.1	12.1	8.9	8.2
Asked for information by mail	10.7	10.2	11.9	10.6	11.9	13.3	16.9	13.6	5.2	10.8	14.2	9.1	13.4	3.6
Physically or mentally tested at military examining station	4.1	3.3	5.5	3.2	6.7	5.5	3.5	3.4	2.3	6.2	6.2	5.0	3.1	4.9
Made toll-free call to get information	2.2	3.4	0.4	1.5	1.3	3.0	5.4	---	1.4	1.8	1.5	0.9	3.8	1.8

Base: All Respondents

Source: Question 8c



# OTHER ACTIVITIES CONCERNING ENLISTMENT

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimates

Percent Answering "Yes"	Total U.S. %	Phil. %	Bstn. %	Pit. %	Rich. / N.C. %	S.C. / Ga. %	New Orln. %	Ark. %	Ky. %	Des- Mns. %	Wis. %	N.M. / Col. / Wyo. %	Wash. / Oreg. %	K.C. / Okla. %
Talked with friends in or out of service	37.5	31.0	31.5	33.7	48.6	46.5	32.5	39.5	44.7	31.5	31.6	34.3	40.0	39.4
Talked with one or both parents	36.8	34.4	31.5	28.1	42.8	42.3	29.0	36.1	38.7	28.1	37.2	38.9	40.9	34.8
Talked with girlfriend or wife	19.1	15.0	14.5	19.2	19.9	26.6	20.6	20.7	23.3	13.1	17.2	17.9	24.3	17.8
Took aptitude test in high school given by Armed Services	13.7	5.4	11.0	11.7	13.1	22.3	23.5	16.0	16.8	7.2	9.7	12.0	10.6	17.1
Talked with teacher or guidance counselor	11.3	12.0	13.6	10.1	17.3	11.7	8.8	12.7	11.3	10.9	8.6	12.9	12.7	12.2
Asked for information by mail	10.7	14.7	10.7	10.4	8.5	14.1	9.1	12.1	11.8	10.0	9.8	7.4	7.7	7.4
Physically or mentally tested at military examining station	4.1	2.6	4.3	3.0	3.6	5.5	4.5	3.4	4.4	1.4	3.6	3.7	4.6	4.9
Made toll-free call to get information	2.2	3.0	1.4	1.8	2.9	2.7	2.4	4.6	2.2	2.0	2.1	0.6	2.3	1.0

Base: All Respondents

Source: Question 8c

## 2.8 Perceived Difficulty of Obtaining Either a Full Time or Part Time Job

As discussed in previous reports, labor market factors can be expected to have an effect on enlistment, particularly in a weak economy such as the country is currently experiencing. While unemployment rates vary from region to region and for men of different ages and backgrounds, perceptions of the job market may have a greater impact on career choices than the actual labor conditions. Accordingly, this study has tracked respondents' perceptions of the difficulty of getting either a full time or part time job in their area of the country. The Spring 1980 results are shown in Tables 2.10 and 2.11.

As Table 2.10 shows, 32.0% of the young men in the Spring 1980 study felt that it was "almost impossible/very difficult" for someone their age to get a full time job. This is significantly higher than the Spring 1979 figure (28.9%) and parallels the actual change in the labor market during this time.

There are some variations in these perceptions across tracking areas. Young men in New York City, Michigan/Indiana, and Kentucky were particularly pessimistic about finding full time jobs. Individuals in Texas, New Orleans and Kansas City/Oklahoma were the most optimistic.

Table 2.11 examines the data for part time employment. Nationally, 17.0% of the respondents felt that it was "almost impossible/very difficult" to find part time employment in their areas. This figure also is significantly higher than the Spring 1979 figure (14.6%).

Several tracking areas deviate from the national average. New York City, Alabama/Mississippi/Tennessee, and Philadelphia were above this average. Respondents in Kansas City/Oklahoma were below the average. All in all, the national decline in employment opportunities may offer a national recruiting opportunity.

TABLE 2.10  
PERCEIVED DIFFICULTY OF OBTAINING FULL TIME JOB

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimates

	Total U.S. %	NYC %	Alb. Buf. %	Hrsbg. %	Wash. D.C. %	Al. Ms. Fla. %	Al. Tn. %	Mi. In. %	Chi. %	Mn. Nb. %	N.D. S.D. %	Tex. %	So. Cal. %	No. Cal. %
Almost impossible/ very difficult	32.0	44.8	31.1	37.9	32.7	29.8	37.6	36.4	31.1	27.2	23.3	27.3	27.4	
Somewhat difficult/ not difficult at all	65.3	52.2	62.4	58.3	62.8	67.8	59.5	61.0	63.3	70.4	74.6	71.2	67.3	
Don't know	2.7	3.0	6.4	3.9	4.5	2.4	2.9	2.6	1.2	2.4	2.1	1.5	5.2	

Base: All Respondents

Source: Question 31

TABLE 2.10  
PERCEIVED DIFFICULTY OF OBTAINING FULL TIME JOB

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

	Total U.S. %	Phil. %	Bstn. %	Pit. %	Rich. N.C. %	S.C./ Ga. %	New Orln. %	Ark. %	Ky. %	Des- Mns. %	Wis. %	N.M./ Col./ Wyo. %	Wash./ Oreg. %	K.C./ Okla. %
Almost impossible/ very difficult	32.0	31.3	27.0	35.3	31.7	29.4	23.5	36.7	41.6	31.0	34.3	28.8	32.8	18.9
Somewhat difficult/ not difficult at all	65.3	65.5	69.7	63.8	65.3	68.5	76.1	62.8	57.0	66.2	63.7	69.1	63.6	79.3
Don't know	2.7	3.2	3.3	0.9	3.0	2.0	0.4	0.5	1.3	2.8	2.0	2.2	3.6	1.8

Base: All Respondents

Source: Question 31

TABLE 2.11  
PERCEIVED DIFFICULTY OF OBTAINING PART TIME JOB

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimates

	Total U.S. %	NYC %	Alb. Buf. %	Hrsbg. %	Wash. D.C. %	Al. Ms. %	Fla. %	Tn. %	Oh. %	Mi. In. %	Chi. %	Mn. Nb. %	N.D. S.D. %	Tex. %	So. Cal. %	Ariz. %	No. Cal. %
Almost impossible/ very difficult	17.0	29.2	13.1	16.4	20.8	19.9	24.7	13.0	19.8	12.5	13.5	14.2	16.5	15.8			
Somewhat difficult/ not difficult at all	79.8	68.8	82.8	79.7	75.0	77.9	73.9	84.1	76.9	83.4	85.7	82.2	77.2	80.2			
Don't know	3.2	2.0	4.0	3.9	4.2	2.2	1.4	2.8	3.3	4.1	0.8	3.6	6.3	4.0			

Base: All Respondents

Source: Question 3m

TABLE 2.11

## PERCEIVED DIFFICULTY OF OBTAINING PART TIME JOB

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

	Total U.S. %	Phil. %	Bstn. %	Pit. %	Rich. N.C. %	S.C./ Ga. %	New Orln. %	Ark. %	Ky. %	Des- Mns. %	Wis. %	N.M./ Col. Wyo. %	Wash./ Oreg. %	K.C./ Okla. %
Almost impossible/ very difficult	17.0	25.6	17.0	13.3	14.3	19.0	15.8	16.4	22.9	13.6	13.8	17.5	13.7	9.7
Somewhat difficult/ not difficult at all	79.8	71.3	78.5	84.7	81.3	78.4	83.8	81.8	76.2	83.0	83.6	79.3	79.9	85.6
Don't know	3.2	3.0	4.5	2.0	4.4	2.6	0.4	1.8	1.0	3.4	2.7	3.3	6.4	4.6

Base: All Respondents

Source: Question 3m

SECTION III

ANALYSIS OF TARGET MARKETS



### SECTION III

#### Analysis Of Target Markets

For the convenience of the reader, the background for the analyses discussed in this section is reprinted below from previous reports.

Through the use of the propensity measure, we are in effect segmenting the pool of "military available" young men into those men who are likely to be more receptive to the military's recruiting efforts and those who will not. It is important to have an understanding of what is related to one man's willingness to consider the military as a career option and another man's willingness to exclude the service from his career options. Such an understanding should help the services maximize the effectiveness of their recruiting.

The present section first examines the relationship between propensity and a number of demographic, attitudinal, and behavioral factors. The intent of this analysis is to identify those factors that discriminate between positive and negative propensity groups and it is undertaken for propensity for military service in general as well as for the individual services.

The following variables are included in this analysis:

##### Demographic Variables

- Age (Qu. 3a)
- Employment Status (Qu. 3f, 3g, 3h)
- Race (Qu. 25)
- Educational Status (Qu. 3b, 3c, 3d, 3e)
- Education of Father (Qu. 20)

Importance of Job Characteristics (Qu. 13a)

Achievability of Job Characteristics (Qu. 13b)

Information Sources/Actions Taken

- Persons Spoken To/Actions Taken (Qu. 8c)
- Recruiter Contact (Qu. 8a, 9a, 9b, 9c, 9d, 9e)

Influencers (Qu. 10a, 11a, 12a)

Advertising Recall (Qu. 6a, 6b, 6c, 6d, 7)

Following this analysis of the positive and negative propensity groups, this section examines the demographic, attitudinal and behavioral characteristics of young men who have graduated from high school and are not currently attending school.

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MARKET FACTS INC WASHINGTON DC PUBLIC SECTOR RESEARC--ETC F/6 5/9  
YOUTH ATTITUDE TRACKING STUDY: SPRING 1980.(U)  
AUG 80

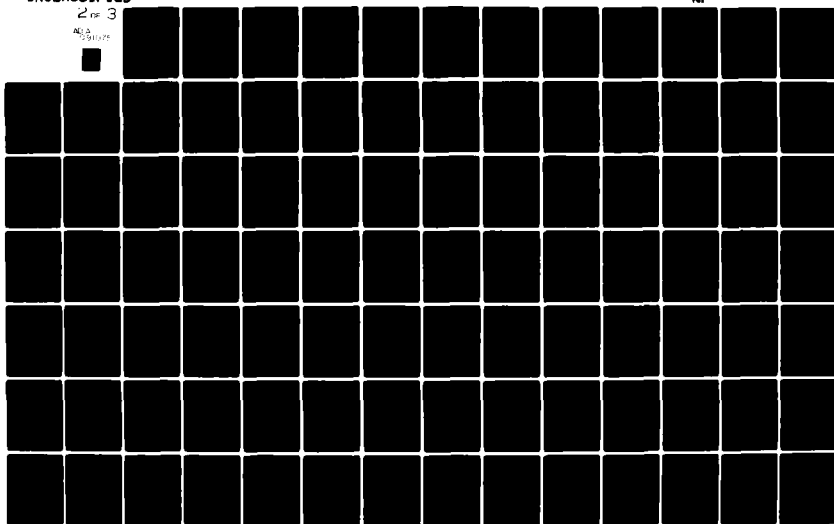
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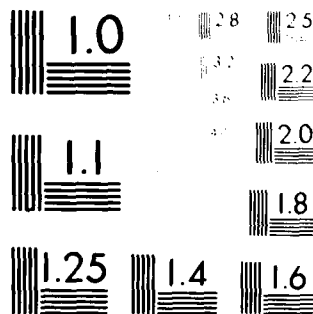
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MICROCOPY RESOLUTION TEST CHART  
NBS 1010-A

### 3.1 Probability of Serving

The criterion measure in this study is propensity. As discussed in Section I, propensity is the rated likelihood of enlisting and is measured on a four-point scale. Respondents who say they "definitely" or "probably" will enlist in a particular service are referred to as having positive propensity for that service. Those who say they "probably will not" or "definitely will not" enlist are referred to as having negative propensity for a particular service. By aggregating all of the respondents who express positive propensity for any one or more active duty services, the sample is dichotomized in terms of positive propensity and negative propensity individuals. This segmentation is the primary focus of this section.

The strength of respondents' enlistment intentions can be gauged by looking at the distribution of responses within the measure. Table 3.1 presents the propensity measure broken down into each of its response alternatives. The following conclusions can be drawn:

1. Among the great majority of positive propensity respondents the intention to enlist is at best tentative. This is reflected in the fact that nine-out-of-ten positive propensity responses fall into the category of probably will enter military service. This pattern of positive propensity responses has been consistent across services and across the 10 waves of this study.
2. In recent past waves, the largest single category of negative enlistment intentions consisted of respondents who said that they will definitely

TABLE 3.1

DISTRIBUTION OF RESPONSES FOR MEASURE OF PROPENSITY

<u>Response</u>	<u>Air Force</u> <u>%</u>	<u>Army</u> <u>%</u>	<u>Marine Corps</u> <u>%</u>	<u>Navy</u> <u>%</u>
Definitely	1.8	1.6	1.5	1.3
Probably	16.5	12.9	10.6	14.5
Probably not	40.3	38.7	38.0	39.0
Definitely not	39.6	45.1	48.2	43.5
Don't know/not sure	1.8	1.7	1.7	1.7

Base: All Respondents

Source: Question 5

not enlist. While this is still true for three of the four services, the disparity between the two response categories is narrowing. The Air Force exemplifies this change. Hence, strong negative feelings toward enlisting seem to be softening, at least momentarily.

3. As in previous waves, approximately one-half of the sample label themselves as either probably likely or probably not likely to enlist. This apparent uncertainty in their attitudes toward military service may make this group susceptible to recruiting communications.

### 3.2 Demographic Variables

In each wave of this study the positive and negative propensity groups have differed with respect to their demographics. Table 3.2 profiles the two propensity groups in terms of 15 demographic variables. The positive and negative propensity groups differ significantly on all but one variable. The differences between the groups have been observed in each of the previous waves.

The two propensity groups differ as follows:

1. Positive propensity youth are younger. Although not shown in the table, the proportion of youth who express positive propensity decreases with increasing age.
2. Positive propensity youth are more likely to be unemployed and looking for work.
3. Blacks and other non-white male youth make up a greater proportion of the positive propensity group than they do of the negative propensity group.
4. Concomitant with the age finding is the fact that high school students make up a greater proportion of the positive propensity group than of the negative propensity group. Likewise, college students and high school graduates who are not currently in school are more likely to be in the negative propensity group.
5. Throughout this series of studies fathers' education has been used as an index of socio-economic status. This index indicates that positive propensity youth come from more modest socio-economic backgrounds. Fathers' education is explained below.\*

---

\* Education of fathers was measured on an eight-point scale.

1. Did not complete high school
2. Finished high school or equivalent
3. Adult education program
4. Business or trade school
5. Some college
6. Finished college (four years)
7. Attended graduate or professional school
8. Obtained a graduate or professional degree



TABLE 3.2  
ANALYSIS OF PROPENSITY TO SERVE IN THE MILITARY  
DEMOGRAPHIC ANALYSIS†

<u>Variable</u>	<u>Positive Propensity</u>	<u>Negative Propensity</u>
	<u>%</u>	<u>%</u>
Average age*	17.93	18.53
Not employed/looking for work	32.6	21.7
Blacks	17.0	8.8
Other non-white	2.8	1.8
Students	65.6	59.5
10th grade	17.7	9.1
11th grade	23.2	14.7
1-2 years of college	6.2	16.4
High school graduate, not in school	22.1	32.2
Education of father*	2.80	3.44
Quality index*	5.93	6.63
College preparatory curriculum in high school	33.6	48.9
Vocational curriculum in high school	49.3	34.7
Commercial/business curriculum in high school	15.3	15.0**
A's and B's in high school	20.4	32.1
Base:	(1713)	(3449)

\* Mean scale values shown

† The two groups differ significantly on all variables except where indicated

\*\* Not statistically significant

6. Positive propensity youth tend to have weaker academic backgrounds as indicated by the quality index, their high school curricula, and their reported high school grades.

Table 3.3 profiles the demographics of the positive propensity groups for each of the four active duty services and the Reserve components. Profiles for the negative propensity groups have been omitted since they resemble the overall negative propensity group shown in Table 3.2. As shown in Table 3.3, the Reserve components appear to be attracting higher quality individuals.

TABLE 3.3  
 DEMOGRAPHIC ANALYSIS  
 POSITIVE PROPENSITY GROUPS<sup>+</sup>

## INDIVIDUAL SERVICES

Variable	<u>Air Force</u> %	<u>Army</u> %	<u>Marine Corps</u> %	<u>Navy</u> %	<u>National Guard</u> %	<u>Reserve</u> %
Average age*	17.88	18.00	17.94	17.96	18.11	18.13
Not employed/ looking for work	32.3	35.8	32.6	32.3	31.7	32.9
Blacks	18.2	22.2	19.6	17.0	19.2	19.5
Other non-white	3.1	3.4	3.6	3.0	1.9	2.1
Students	66.5	61.6 <sup>1/</sup>	64.0 <sup>1/</sup>	65.7	60.9 <sup>1/</sup>	62.2 <sup>1/</sup>
10th grade	18.5	19.6	20.2	17.7	15.7	14.2
11th grade	23.7	20.7	22.3	21.7	20.8	22.3
1-2 years of college	6.9	5.5	5.3	7.2	6.8	8.6
High school graduate, not in school	22.8	22.9	20.5	21.5	25.2	25.5
Education of father*	2.82	2.55	2.68	2.77	2.80	2.85
Quality index*	6.05	5.58	5.80	5.90	5.99	6.09
College preparatory curriculum in high school	36.1	25.4	29.3	33.1	33.3	36.1
Vocational curriculum in high school	48.1	55.9	51.7	48.1	47.6	47.0
Commercial/business curriculum in high school	14.3	16.9	17.3	16.0	17.3	15.0
A's and B's in high school	22.0	16.4	20.1	20.3	22.8	23.0
Base:	(950)	(751)	(627)	(821)	(963)	(1057)

\* Mean scale values shown

+ The positive propensity group for each service differs significantly from its corresponding negative propensity group on most variables, except where noted.

<sup>1/</sup> Difference not statistically significant from corresponding negative propensity group.

### 3.3 Importance of Job Characteristics

The following comments are repeated from previous reports for the convenience of the reader.

As a means of better understanding respondents' job decision-making process, they were asked to consider 12 job characteristics and to indicate the importance they attach to each. The job characteristics are those that are believed to be most salient to 16 to 21 year old youth when considering a job. Insofar as the services must compete with industry and other areas of the public sector for manpower, it is essential that the "military job" encompass valued job attributes. Hence, this question provides important feedback to the services for purposes of developing effective recruiting strategies.

Table 3.4 compares the two propensity groups on the 12 attributes. Both groups consider all of the attributes to be somewhat important, especially "enjoy your job", "good income", and "job security". Likewise, both groups attach relatively less importance to such attributes as "recognition and status", "adventure and excitement", and "doing something for your country."

Relative to negative propensity youth, positive propensity youth rated six of the attributes as more important, especially the issue of patriotism ("doing something for your country"). On the other hand, negative propensity youth attached greater importance to "enjoy your job" and "employer treats you well" than did positive propensity males.

A statistical analysis of these data reveals that differences between positive and negative propensity youth with respect to these characteristics tend to be general and not service specific. Hence, it appears that the services are drawing upon young men with similar job attribute values as well as similar demographics.

TABLE 3.4

ANALYSIS OF PROPENSITY TO SERVE IN THE MILITARY  
IMPORTANCE OF JOB CHARACTERISTICS\*

	<u>Positive Propensity</u>	<u>Negative Propensity</u>	<u>Difference</u>
<u>Job Characteristics</u>			
Enjoy your job	3.36	3.43	-0.07
Good income	3.33	3.34	-0.01 **
Job security	3.30	3.30	---- **
Teaches valuable trade/skill	3.29	3.17	+0.12
Opportunity for good family life	3.25	3.19	+0.06
Developing your potential	3.23	3.24	-0.01 **
Retirement income	3.20	3.11	+0.09
Gives you the job you want	3.17	3.17	---- **
Employer treats you well	3.14	3.19	-0.05
Doing something for your country	2.94	2.54	+0.40
Adventure and excitement	2.70	2.44	+0.26
Recognition and status	2.62	2.42	+0.20

Base: (1713) (3449)

Source: Question 13a

\* Mean scale values shown

Scale Value: 4 = Extremely important  
3 = Very important  
2 = Fairly important  
1 = Not important at all

Therefore, larger values indicate greater perceived importance. The two propensity groups differ significantly except where indicated.

\*\* Not statistically significant

### 3.4 Achievability of Job Characteristics

As discussed in previous reports, for a job characteristic to be an enlistment motivation, it must be valued and perceived as something that can be readily achieved in the military. Hence, after being asked how important they considered each job characteristic to be, respondents were asked to rate the 12 characteristics in terms of whether they could be more readily achieved in military or civilian life. A five-point scale was used. An average rating less than 3.00 indicates that the job characteristic is perceived to be more achievable in the military; a rating above 3.00 indicates that the characteristic is perceived to be more achievable in a civilian job.

The job characteristic perception data are shown in Table 3.5. Relative to the negative propensity group, positive propensity youth considered all of the job characteristics to be more achievable in the military than in civilian life. The two groups differed the greatest on two attributes: "gives you the job you want" and "enjoy your job."

On an absolute basis, positive propensity youth considered four attributes to more achievable in a civilian job. These were: "employer treats you well", "good income", "opportunity for good family life", and "enjoy your job."

On an absolute basis, negative propensity youth considered five of the 12 attributes to be more achievable in the military. These were: "doing something for your country", "adventure and excitement", "teaches valuable trade/skill", "job security", and "retirement income."

As in the case of job attribute values, the differences between propensity groups on these perceptions tend to be general and not service specific.

TABLE 3.5

ANALYSIS OF PROPENSITY TO SERVE IN THE MILITARY  
ACHIEVABILITY OF JOB CHARACTERISTICS\*

	<u>Positive Propensity</u>	<u>Negative Propensity</u>	<u>Difference</u>
<u>Job Characteristics</u>			
Doing something for your country	1.68	1.90	-0.22
Adventure and excitement	2.20	2.62	-0.42
Teaches valuable trade/skill	2.38	2.89	-0.51
Job security	2.53	2.84	-0.31
Developing your potential	2.66	3.23	-0.57
Retirement income	2.68	2.98	-0.30
Recognition and status	2.71	3.14	-0.43
Gives you the job you want	2.96	3.60	-0.64
Enjoy your job	3.31	3.91	-0.60
Opportunity for good family life	3.42	3.99	-0.57
Good income	3.46	4.00	-0.54
Employer treats you well	3.62	3.94	-0.32

Base: (1713) (3449)

Source: Question 13b

\* Mean scale values shown

Scale Value: 5 = Much more likely in civilian  
 4 = Somewhat more likely in civilian  
 3 = Either civilian or military  
 2 = Somewhat more likely in military  
 1 = Much more likely in military  
 Therefore, a smaller value indicates relatively greater military likelihood. The two propensity groups differ significantly on all characteristics.

"Doing something for your country" is the job characteristic that respondents felt was most likely to be achieved in the military. Given the current favorable mood of the country toward the military, the services should consider promoting the importance of this attribute.

For an attribute to be a source of enlistment motivation, individuals must perceive it to be both relatively important and attainable in the military. Figure 3.1 illustrates this comparison for positive propensity respondents in the form of a two-by-two matrix. The analysis involves dividing the 12 job characteristics into two groups: those perceived to be more achievable in the military and those perceived to be more achievable in a civilian job. Next, within each group, the job characteristics are rank ordered in terms of their relative importance. The top six attributes are those considered to be relatively important and the balance are those that can be considered to be relatively less important. A similar analysis was done for negative propensity youth and is presented in Figure 3.2.



FIGURE 3.1

POSITIVE PROPENSITY RESPONDENTS

	More Achievable in Military*	More Achievable in Civilian Job**
Relatively Important	Job security Teaches valuable trade/skill Developing your potential	Enjoy your job Good income Opportunity for good family life
Relatively Less Important	Retirement income Doing something for your country Adventure and excitement	Gives you the job you want Employer treats you well Recognition and status

\* Based on scores of less than 3.0 on the job characteristic achievability scale (See Table 3.5)

\*\* Based on scores of 3.0 or higher on the job characteristic achievability scale (See Table 3.5)

**FIGURE 3.2**  
**NEGATIVE PROPENSITY RESPONDENTS**

	More Achievable in Military*	More Achievable in Civilian Job**
Relatively Important	Job security	Enjoy your job Good income Developing your potential Employer treats you well Opportunity for good family life
Relatively Less Important	Teaches valuable trade/skill Retirement income Doing something for your country Adventure and excitement Recognition and status	Gives you the job you want

\* Based on scores of less than 3.0 on the job characteristic  
achievability scale (See Table 3.5)

\*\* Based on scores of 3.0 or higher on the job characteristic  
achievability scale (See Table 3.5)

As shown in the matrix, three important job characteristics --"enjoy your job", "good income" and "opportunity for good family life"--were perceived by positive propensity youth to be relatively hard to attain in the military. These attributes, therefore, represent recruiting opportunities.

Negative propensity youth considered five valued job characteristics as relatively more attainable in a civilian job. These attributes were: "enjoy your job", "good income", "developing your potential", "employer treats you well", and "opportunity for good family life." These represent advertising and recruiting opportunities.

3.5 Information Sources, Actions Taken, Advertising Recall, Recruiter Contact, Influencers

Propensity to serve in the military may be understood, in part, by considering a number of information-oriented activities. Some of these activities may be self-initiated, such as asking for information by mail. In other cases, the individual may be a passive recipient of information, such as in the case of advertising. Examining this information receipt process, therefore, provides insight into enlistment propensity.

Table 3.6 summarizes the information-oriented activities of the two propensity groups. As in previous waves, positive and negative propensity youth differ significantly on most of these activities. The following conclusions can be drawn from the table:

1. Compared to their negative propensity counterparts, those in the positive propensity group are more likely to have discussed enlistment with influential others. The two groups do not differ on the one activity that individuals cannot control--direct mail literature.
2. Positive propensity men are more likely than others to have asked for information by mail and by telephone and to have been tested for the services.
3. Except for recall of Air Force advertising, respondents in the two propensity groups do not differ with respect to their recall of service advertising.

The two propensity groups also differ with respect to several aspects of recalled recruiter contact. These data are summarized in Table 3.7 and discussed below:

1. Significantly more positive than negative youth reported having had recruiter contact at some time in the past.

TABLE 3.6

ANALYSIS OF PROPENSITY TO SERVE IN THE MILITARY  
INFORMATION SOURCES, ACTIONS TAKEN, ADVERTISING RECALL

	<u>Positive Propensity</u>	<u>Negative Propensity</u>	<u>Statistically Significant</u>
	<u>%</u>	<u>%</u>	
<u>Information Sources (Qu. 8c)</u>			
Talked with one or both parents	56.7	27.0	Yes
Talked with friends in or out of service	54.0	29.0	Yes
Received recruiting literature in the mail	45.3	46.0	No
Talked with girlfriend or wife	29.5	14.0	Yes
Talked with teacher or guidance counselor	19.1	7.0	Yes
<u>Actions Taken (Qu. 8c)</u>			
Asked for information by mail	18.9	6.7	Yes
Took aptitude test in high school given by Armed Services	15.4	12.9	Yes
Physically or mentally tested at military examining station	6.9	2.7	Yes
Made toll-free call to get information	4.2	1.0	Yes
<u>Advertising Recall: % Recall Seeing/Hearing (Qu. 6a)*</u>			
Air Force	74.7	64.9	Yes
Army	77.6	81.6	No
Marine Corps	72.6	70.3	No
Navy	72.5	70.2	No
Joint Services Campaign	67.5	68.6	No

Base: (1713) (3449)

\* Base: Respondents Asked Question for Specific Service

TABLE 3.7

ANALYSIS OF PROPENSITY TO SERVE IN THE MILITARY  
RECRUITER CONTACT

	<u>Positive Propensity</u>	<u>Negative Propensity</u>	<u>Statistically Significant</u>
	<u>z</u>	<u>z</u>	
<u>Recruiter Contact: (Qu. 8a &amp; 9a)</u>			
Past 5-6 months - any service	31.7	24.6	Yes
Ever - any service	56.1	48.7	Yes
<u>Type of Recruiter Contact in Past 5-6 Months (Qu. 8b)</u>			
Talked face-to-face (not at station)	17.7	9.2	Yes
Heard recruiter talk at high school	15.9	10.5	Yes
Talked to recruiter by telephone	14.9	13.2	No
Went to recruiting station	11.8	4.3	Yes
<u>Recruiter Contact Initiated by Respondent (Qu. 9d)*</u>			
Air Force	55.8	33.2	Yes
Army	42.6	22.2	Yes
Marine Corps	48.6	25.6	Yes
Navy	48.0	27.3	Yes
<u>Recruiter Information Considered Adequate (Qu. 9e)*</u>			
Air Force	84.5	81.8	No
Army	80.6	80.4	No
Marine Corps	79.7	82.7	No
Navy	80.2	81.7	No
<u>Felt More Favorable About Joining After Talking to (Service) Recruiter (Qu. 9f)*</u>			
Air Force	44.0	22.6	Yes
Army	36.5	18.8	Yes
Marine Corps	43.9	17.9	Yes
Navy	42.1	21.4	Yes
Base:	(1713)	(3449)	

\* Base: Respondents Asked Question for Specific Service

2. With respect to the type of recent recruiter contact reported, the two groups differ on all but "talked to recruiter by telephone."
3. Among positive propensity respondents who reported having recruiter contact, approximately one-half said that the contact was self-initiated. The ratio among negative propensity youth is significantly lower.
4. As in previous waves, the two groups do not differ with respect to the perceived adequacy of information received. Nevertheless, by a ratio of 2:1, positive propensity men felt more favorable than negative propensity individuals about enlisting after talking to a recruiter. This may have been due, in part, to the fact that significantly more positive propensity men initiated the recruiter contact.

Respondents were asked to indicate what they believed to be the attitudes of their parents and friends toward their enlisting. The results are summarized in Table 3.8. As shown in the table, positive propensity men were more likely than their negative counterparts to perceive their parents and friends to support their joining the military. More fathers than mothers and more parents than friends were perceived to be in favor of military service. These findings may reflect the fact that people tend to perceive that important others share their attitudes and perceptions.

TABLE 3.8

## ANALYSIS OF PROPENSITY TO SERVE IN THE MILITARY

PERCEIVED ATTITUDES OF PARENTS/FRIENDS  
TOWARD JOINING THE MILITARY

	<u>Positive Propensity</u>	<u>Negative Propensity</u>	<u>Statistically Significant</u>
	<u>%</u>	<u>%</u>	
<u>Mother</u>			
In favor	27.9	12.6	Yes
Against	32.0	48.0	Yes
Neutral	35.8	34.6	No
<u>Father</u>			
In favor	42.7	21.5	Yes
Against	12.1	25.0	Yes
Neutral	35.4	44.6	Yes
<u>Friends</u>			
In favor	20.2	7.1	Yes
Against	22.7	39.3	Yes
Neutral	52.8	48.5	Yes

Base: (1713) (3449)

Source: Questions 10a - 12c



### 3.6 Relationship Between Propensity and Recruiter Contact

There are many ways in which to inform young men about the all-volunteer force. The most direct means is through recruiter contact. Through contact with service recruiters, young men become more knowledgeable about military service. This experience, in turn, may positively or negatively influence their attitudes toward military service. Whether recruiter contact produces enlistment propensity or just the opposite is beyond the scope of this study.

With the above in mind, Table 3.9 relates propensity for each service to contact with a recruiter from that service. The proportion of respondents expressing a positive attitude toward a particular service and who also reported that they had contact with a recruiter from that service ranges from 21% to 33.5%. The comparable figures among negative propensity youth are significantly lower in all cases.

TABLE 3.9

EVER HAD CONTACT WITH RECRUITER FROM SPECIFIC SERVICE  
RELATED TO PROPENSITY FOR THE SAME SERVICE\*

	<u>Propensity for Individual Service</u>		
	<u>Positive</u>	<u>Negative</u>	<u>Difference</u>
	<u>%</u>	<u>%</u>	<u>%</u>
<u>Contact With</u> <u>Recruiter From</u>			
Air Force	21.0	12.0	+7.0
Army	33.5	23.8	+9.7
Marine Corps	23.2	12.3	+10.9
Navy	25.5	13.2	+12.3

base: The Appropriate Positive and Negative Propensity Groups  
for Each Service

Source: Question 9b

### 3.7 Enlistment Decision Process

As shown in previous waves of this study, the four active duty services appear to be drawing from a common pool of "military available" males, rather than from distinct segments. Table 3.10 shows that positive propensity individuals, on the average, felt positive about more than two services. For example, one-half (50.8%) of the young men who expressed positive propensity for the Marine Corps also expressed positive propensity for the Air Force.

The conclusion drawn from Table 3.10 is consistent with the within-and-across service analysis of demographic variables and job characteristic perceptions discussed earlier. In earlier reports, it was reasoned that the enlistment decision involves a two-step process. First the individual decides upon the military and then chooses among the different services. This is comparable to the classic marketing paradigm where the consumer chooses to buy the product and then chooses among alternative brands. The Spring 1980 data suggest that this hypothesis remains valid.

TABLE 3.10

EXTENT TO WHICH PROSPECTS SHOW POSITIVE  
PROPENSITY FOR MORE THAN ONE SERVICE

	<u>Air Force</u>	<u>Army</u>	<u>Marine Corps</u>	<u>Navy</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
<u>Also Show Positive Propensity for These Services:</u>				
Air Force	100.0	46.8	50.8	51.4
Army	37.2	100.0	52.7	41.8
Marine Corps	33.6	43.8	100.0	39.5
Navy	44.6	45.6	51.6	100.0
<u>Average Number of Active Duty Services</u>				
	<u>2.15</u>	<u>2.36</u>	<u>2.55</u>	<u>2.33</u>
Base:	(950)	(751)	(627)	(821)

Source: Question 5

### 3.8 High School Graduates Not in School

The all-volunteer force requires individuals who have the maturity and educational abilities necessary to operate increasingly more sophisticated weapons and systems. For this reason the services have been particularly interested in attracting high school graduates who are not pursuing any additional formal education. Compared to high school dropouts, they tend to be more mature and mentally capable. Moreover, they are more likely than others to be responsive to the vocational training offered by the services.

The all-volunteer force has had difficulty attracting high school graduates. This is reflected in the decreasing proportion of enlistees with high school diplomas. To help the services attract high school graduates, this series of studies has examined the demographics and enlistment-oriented attitudes and behavior of this subgroup of 16 to 21 year old males. The following is a discussion of this group as they appear in the Spring 1980 wave.

In the Spring 1980 wave, 28.8% of the sample are individuals who have graduated from high school and are not currently in school. Tables 3.11 and 3.12 examine this group in terms of their demographics, attitudes, and behavior vis-a-vis the total sample. The following conclusions about this group emerge:

1. Demographically, the group of high school graduates who are not in school are below the U.S. averages for 16 to 21 year old males with respect to these characteristics: not employed and looking for work, Black, having taken a college preparatory curriculum in high school and reported high school grades. On the other hand, they are above-average with respect to having taken a vocational or commercial high school curriculum.

TABLE 3.11  
 DEMOGRAPHIC ANALYSIS OF HIGH SCHOOL GRADUATES NOT IN SCHOOL

<u>Variable</u>	<u>High School</u> <u>Graduates</u>	<u>Total</u> <u>Sample</u>	<u>Statistically</u> <u>Significant</u> <sup>+</sup>
	<u>%</u>	<u>%</u>	
Not employed/looking for work	12.7	25.4	Yes-lower
Blacks	10.5	11.7	Yes-lower
Other non-white	1.8	2.1	No
Education of father*	2.91	3.22	No
Quality index*	6.36	6.39	No
College preparatory curriculum in high school	31.6	43.8	Yes-lower
Vocational curriculum in high school	47.9	39.6	Yes-higher
Commercial/business curriculum in high school	19.4	15.1	Yes-higher
A's and B's in high school	20.8	28.2	Yes-lower

Base: (1502) (5217)

\* Mean scale values shown

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. estimate.

TABLE 3.12

ATTITUDINAL/BEHAVIORAL ANALYSIS OF  
HIGH SCHOOL GRADUATES NOT IN SCHOOL

PROPENSITY TO SERVE IN THE MILITARY, INFORMATION SOURCES, ACTIONS TAKEN

	<u>High School Graduates</u>	<u>Total Sample</u>	<u>Statistically Significant+</u>
	<u>%</u>	<u>%</u>	
<u>Positive Propensity (Qu. 5)</u>			
Air Force	14.4	18.3	Yes-lower
Army	11.5	14.5	Yes-lower
Marine Corps	8.6	12.1	Yes-lower
Navy	11.7	15.8	Yes-lower
<u>Information Sources (Qu. 8c)</u>			
Talked with friends in or out of service	36.3	37.5	No
Talked with one or both parents	28.4	36.9	Yes-lower
Talked with girlfriend or wife	18.7	19.1	No
Talked with teacher or guidance counselor	5.8	11.3	Yes-lower
<u>Actions Taken (Qu. 8c)</u>			
Took aptitude test in high school given by Armed Services	15.0	13.7	No
Asked for information by mail	8.0	10.7	Yes-lower
Physically or mentally tested at military examining station	4.6	4.1	No
Made toll-free call to get information	2.3	2.1	No

Base: (1502) (5217)

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. estimate.

TABLE 3.12

ATTITUDINAL/BEHAVIORAL PROFILE OF  
HIGH SCHOOL GRADUATES NOT IN SCHOOL

RECRUITER CONTACT

	High School Graduates	Total Sample	Statistically Significant+
	<u>%</u>	<u>%</u>	
<u>Recruiter Contact: (Qu. 8a &amp; 9a)</u>			
Past 5-6 months - any service	22.1	26.9	Yes-lower
Ever - any service	59.2	50.9	Yes-higher
<u>Recruiter Contact Initiated by Respondent (Qu. 9d)*</u>			
Air Force	37.1	41.4	No
Army	22.3	29.4	Yes-lower
Marine Corps	34.0	34.3	No
Navy	30.2	35.6	Yes-lower
<u>Recruiter Information Considered Adequate (Qu. 9e)*</u>			
Air Force	83.9	82.7	No
Army	83.0	80.4	No
Marine Corps	80.5	81.3	No
Navy	85.7	81.1	Yes-higher
<u>Felt More Favorable About Joining After Talking to (Service) Recruiter (Qu. 9f)*</u>			
Air Force	26.2	30.2	Yes-lower
Army	22.0	25.0	Yes-lower
Marine Corps	27.7	27.5	No
Navy	26.5	29.7	No

Base: (1502) (5217)

\* Base: Respondents Having Contact with Specific Service

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. estimate.



TABLE 3.12

ATTITUDINAL/BEHAVIORAL ANALYSIS OF  
HIGH SCHOOL GRADUATES NOT IN SCHOOL

ADVERTISING RECALL

	High School Graduates	Total Sample	Statistically Significant+
	<u>%</u>	<u>%</u>	
<u>Advertising Recall: % Recall</u>			
<u>Seeing/Hearing</u>			
Air Force	61.1	66.6	No
Army	78.6	80.8	No
Marine Corps	73.5	70.6	No
Navy	67.0	70.3	No
Joint Services Campaign	67.2	68.5	No

Base: Respondents Asked Question for Specific Service

Source: Question 6a

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. estimate.

TABLE 3.12

ATTITUDINAL/BEHAVIORAL ANALYSIS OF  
HIGH SCHOOL GRADUATES NOT IN SCHOOL

## JOB CHARACTERISTIC ATTITUDES

	<u>High School Graduates</u>	<u>Total Sample</u>	<u>Statistically Significant+</u>
<u>Relative Importance of Job Characteristics</u>			
Enjoy your job	3.41	3.40	No
Good income	3.38	3.33	Yes-higher
Job security	3.37	3.30	Yes-higher
Developing your potential	3.26	3.24	No
Teaches valuable trade/skill	3.25	3.21	No
Opportunity for good family life	3.22	3.21	No
Retirement income	3.20	3.14	Yes-higher
Employer treats you well	3.19	3.18	No
Gives you the job you want	3.15	3.17	No
Doing something for your country	2.65	2.67	No
Adventure and excitement	2.51	2.53	No
Recognition and status	2.48	2.49	No

Base: (1502) (5217)

Source: Question 13a

\* Mean scale values shown

Scale Value: 4 = Extremely important  
3 = Very important  
2 = Fairly important  
1 = Not important at all  
Therefore, a larger value indicates greater  
perceived importance.

+ Statistical significance based on total U.S. estimate falling beyond  
the range of two standard errors of the individual variable estimate.  
Where statistical significance is indicated, the variable estimate is  
either higher or lower than the U.S. estimate.

TABLE 3.12

ATTITUDINAL/BEHAVIORAL PROFILE OF  
HIGH SCHOOL GRADUATES NOT IN SCHOOL

JOB CHARACTERISTIC PERCEPTIONS\*

	<u>High School Graduates</u>	<u>Total Sample</u>	<u>Statistical Significance<sup>+</sup></u>
<u>Achievability of Job Characteristics</u>			
Doing something for your country	1.83	1.89	No
Adventure and excitement	2.62	2.48	Yes-higher
Job security	2.71	2.73	No
Teaches valuable trade/skill	2.80	2.72	Yes-higher
Retirement income	2.85	2.88	No
Recognition and status	3.00	2.99	No
Developing your potential	3.12	3.04	Yes-higher
Gives you the job you want	3.40	3.39	No
Enjoy your job	3.83	3.71	Yes-higher
Opportunity for good family life	3.84	3.80	No
Employer treats you well	3.89	3.83	No
Good income	3.93	3.82	Yes-higher

Base: (1502) (5217)

Source: Question 13b

\* Mean scale values shown

Scale Value: 5 = Much more likely in civilian  
 4 = Somewhat more likely in civilian  
 3 = Either civilian or military  
 2 = Somewhat more likely in military  
 1 = Much more likely in military  
 Therefore, a smaller value favors the military.

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. estimate.

2. High school graduates are below the U.S. averages with respect to propensity to join each of the active duty services.
3. Consistent with their below-average levels of propensity is the fact that high school graduates who are not in school are below-average with respect to talking to their parents and school personnel about enlistment and asking for recruiting information by mail.
4. This target market is above the U.S. average with respect to reported long-term recruiter contact. This may reflect the interest service recruiters have in these individuals. With respect to reported recruiter contact during the past six months, however, this group is below the U.S. average. High school graduates also are below the U.S. average with respect to reported self-initiated recruiter contact with Army and Navy recruiters.
5. High school graduates who are not in school are on par with the U.S. averages with respect to the perceived adequacy of information provided by three of the four services. They are above-average with respect to the perceived adequacy of Navy information. This group is less likely than others to feel more favorable about enlisting after talking to Air Force and Army recruiters.
6. This target market is on par with national averages with respect to recalling service advertising.
7. The high school graduate group attach above-average importance to the job attributes: "good income", "job security", and "retirement income." In addition, they view civilian life as better enabling the achievement of five of the 12 job characteristics. "Job security" and "teaches valuable trade/skill" were the only valued job characteristics that high school graduates perceived as being more attainable in the military.

The Spring 1980 profile of high school graduates who are not in school is consistent with profiles developed in the previous nine waves of this study. This profile of the high school graduate group's demographics, attitudes and behavior vis-a-vis national averages indicates that this group is generally on par with the total population of 16 to 21 year old

males. As such, the data do not reveal any recruiting or advertising opportunities that could be directed at this group for the purpose of enhancing their accession levels.

SECTION IV

ADVERTISING AWARENESS

## SECTION IV

Advertising Awareness

All forms of advertising are used by the services to communicate the benefits of belonging to the all-volunteer force. This advertising has been presented as individual service campaigns and, in recent years, as a joint service campaign. The tracking study is a convenient vehicle for measuring awareness and recall of this advertising. This provides the services with important feedback on the relative effectiveness of their advertising efforts. Starting in the Spring 1977 wave, respondents have been asked what they remember about advertising for each of the active duty services. Since the Fall 1978 wave, respondents also have been asked a similar question with respect to the joint service advertising campaign. Finally, in the Fall 1979 wave and in the present wave, respondents also were asked to associate service slogans with the appropriate source (i.e., the four active duty services and the joint campaign).

A discussion of the Spring 1980 advertising data follows.

#### 4.1 Top-of-Mind Awareness of Specific Services

One measure of advertising is "top-of-mind" awareness, or the initial associations an individual has with a given concept. Accordingly, respondents were asked to indicate which branch of service they thought of first when the terms "Armed Services" or "military" are mentioned.

As shown in Table 4.1, the Army was the service mentioned first most often. The Air Force, Navy and Marine Corps followed in that order. When first, second and all other mentions are combined, the proportion of respondents naming any one of the active duty services is approximately three-quarters (Army, Air Force and Navy). The figure for the Marine Corps is somewhat lower. The pattern of these data has been fairly consistent across time.

The relationship between "top-of-mind" awareness (first association) of each service and propensity to join that service is examined in Table 4.2. As in past waves, the two measures appear to be related. That is, people with positive propensity for a particular service tend to name that service first in response to the terms "Armed Services" and "military." The relationship appears strongest for the Army and Air Force. Approximately one-half (52.0%) of the young men who expressed positive propensity for the Army first associated Army with the two terms.

Likewise slightly less than one-half (47.4%) of those who expressed positive propensity for the Air Force first associated Air Force with the two terms. For the convenience of the reader, the circled values in Table 4.2 highlight these associations. No statistical significance is implied by this notation.



TABLE 4.1

## BRANCH OF SERVICE NAMED IN RESPONSE TO "ARMED SERVICES"

<u>Service Mentioned</u>	<u>Percent of Respondents Who Mentioned Specific Services</u>			
	<u>First Mention</u>	<u>Second Mention</u>	<u>All Other Mentions</u>	<u>All Mentions Combined</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Air Force	25.8	20.9	25.7	71.5
Army	36.3	21.3	17.6	74.6
Marine Corps	14.5	18.1	29.1	60.8
Navy	16.8	29.2	26.1	71.3
Coast Guard	1.6	2.2	9.9	13.3
None	5.0	3.3	19.9	27.6

Base: All Respondents

Source: Questions 4a, 4b and 4c

TABLE 4.2

## RELATIONSHIP OF BRANCH OF SERVICE FIRST ASSOCIATED WITH

## "ARMED SERVICES" AND PROPENSITY\*

First Association	Air Force		Army		Marine Corps		Navy	
	Positive Propensity	Negative Propensity	Positive Propensity	Negative Propensity	Positive Propensity	Negative Propensity	Positive Propensity	Negative Propensity
	%	%	%	%	%	%	%	%
Air Force	(47.4)	20.8	16.4	27.4	18.4	26.8	20.9	26.7
Army	25.6	38.9	(52.0)	33.6	26.7	37.6	27.4	38.0
Marine Corps	10.4	15.3	16.7	14.1	(37.0)	11.2	12.2	14.9
Navy	11.9	18.0	10.5	18.0	13.6	17.4	(34.5)	13.5

Base: All Respondents

Source: Question 4a

\* The magnitude of the relationship between positive propensity and first association is limited because (1) the positive propensity group of each service consists of individuals with positive propensity for other services and (2) respondents can give only one first association.

#### 4.2 Advertising Content Recall

Advertising awareness is measured by asking respondents to recall everything they remember seeing or hearing in advertising for either a specific active duty service or about the joint services campaign. Any one respondent is asked about only one source of advertising. This is accomplished by creating different versions of the questionnaire and randomly distributing them across respondents. The levels of advertising awareness recorded for each service since the Spring 1977 wave are summarized in Table 4.3. Data for the joint services campaign, however, are shown only for the last four waves. This is the period during which this campaign has been monitored by the tracking study.

As in each wave, respondents' comments have been coded into a set of response categories to facilitate interpretation and provide continuity over time. These data are shown in Table 4.4 for each advertising source.

The following conclusions can be drawn from Table 4.3 and Table 4.4:

1. During the three-year period in which these data have been collected, awareness of service advertising has increased significantly for each source of recruitment advertising. Three years ago, approximately one-in-two respondents expressed awareness of service advertising. Presently, this proportion ranges from two-thirds to four-out-of-five respondents. While the increases in awareness for each advertising source have been substantial, the Army has experienced by far the largest increase (+44%).

TABLE 4.3  
 RECALL OF SERVICE ADVERTISING  
 SPRING 1977 - SPRING 1980 SUMMARY

	Spring '77	Fall '77	Spring '78	Fall '78	Spring '79	Fall '79	Spring '80	Increase Spring '77- Spring '80*
	%	%	%	%	%	%	%	%
Air Force	49.2	59.1	54.8	60.3	62.2	65.0	66.6	+35
Army	56.0	64.4	66.3	70.4	74.0	78.1	80.8	+44
Marine Corps	52.1	63.0	59.9	65.1	66.0	69.6	70.6	+36
Navy	55.3	62.0	58.1	63.9	71.5	73.6	70.3	+27
Joint Services	—	—	—	53.1	66.2	62.0	68.5	+29 **

Source: Question 6a

\* Represents the Spring '77 - Spring '80 difference as a percentage of the Spring '77 figure

\*\* Represents the Fall '78 - Spring '80 difference as a percentage of the Fall '78 figure, since no data were collected prior to Fall '78

## RECALL OF ADVERTISING FOR THE AIR FORCE

	Spring '79	Spring '80	Spring '79-'80 Change	Statistically Significant
	%	%	%	
<u>Have Seen/Heard Advertising</u>	<u>62.2</u>	<u>66.6</u>	<u>+4.4</u>	<u>No</u>
Educational benefits	4.8	8.4	+3.6	Yes
Teaching/learning a trade	5.3	8.4	+3.1	Yes
Men with equipment	6.0	8.1	+2.1	No
Want you to join/enlist	3.9	7.7	+3.8	Yes
Equipment without men	6.0	6.0	---	No
Variety of jobs	3.8	5.1	+1.3	No
Best service/praised service	0.2	4.4	+4.2	Yes
Opportunities	4.7	4.3	-0.4	No
Men in uniform	1.2	3.3	+2.1	Yes
Travel/see the country/world	3.8	2.7	-1.1	No
Adventure	1.8	2.2	+0.4	No
Slogans (e.g., Fly with the Air Force)	1.0	1.9	+0.9	No
Good pay/good starting pay	2.5	1.6	-0.9	No
Men in training	1.5	1.6	+0.1	No
Fun/recreation	1.0	1.5	+0.5	No
Men with flag	---	0.1	---	No
Other benefits (e.g., health)	1.2	1.4	+0.2	No
Other miscellaneous mentions	7.8	7.8	---	No
Don't recall content	29.0	25.9	-3.1	No
<u>Have Not Seen/Heard Advertising</u>	<u>37.8</u>	<u>33.4</u>	<u>-4.4</u>	<u>No</u>

Base:\*

(1050) (1010)

Source: Question 6a

\* The reduced bases reflect the fact that each respondent was asked the advertising question for only one or two of the four military services, or for the joint advertising.

TABLE 4.4

## RECALL OF ADVERTISING FOR THE ARMY

	Spring '79	Spring '80	Spring '79-'80 Change	Statistically Significant
	<u>%</u>	<u>%</u>	<u>%</u>	
<u>Have Seen/Heard Advertising</u>	<u>74.0</u>	<u>80.8</u>	<u>+6.8</u>	<u>Yes</u>
Educational benefits	9.7	17.7	+8.0	Yes
Teaching/learning a trade	5.7	16.3	+10.6	Yes
Want you to join/enlist	10.3	12.4	+2.1	No
Variety of jobs	4.9	8.3	+3.4	Yes
Men with equipment	4.8	8.0	+3.2	Yes
Travel/see the country/world	6.9	7.6	+0.7	No
Slogans (e.g., Uncle Sam needs you)	4.8	6.9	+2.1	No
Good pay/good starting pay	5.6	6.5	+0.9	No
Men in training	6.7	6.1	-0.6	No
Men in uniform	2.7	4.9	+2.2	Yes
Opportunities	6.0	4.9	-1.1	No
Adventure	3.7	3.7	—	No
Fun/recreation	1.9	3.0	+1.1	No
Equipment without men	1.1	2.0	+0.9	No
Best service/praised service	0.5	1.8	+1.3	Yes
Men with guns	—	0.1	-0.1	No
Other benefits (e.g., health)	2.9	2.6	-0.3	No
Other miscellaneous mentions	13.1	10.4	-2.7	No
Don't recall content	22.7	20.5	-2.2	No
<u>Have Not Seen/Heard Advertising</u>	<u>26.0</u>	<u>19.2</u>	<u>-6.8</u>	<u>Yes</u>

Base:\*

(1039) (1048)

Source: Question 6a

\* The reduced bases reflect the fact that each respondent was asked the advertising question for only one or two of the four military services, or for the joint advertising.

## RECALL OF ADVERTISING FOR THE MARINE CORPS

	Spring '79	Spring '80	Spring '79-'80 Change	Statistically Significant
	%	%	%	
<u>Have Seen/Heard Advertising</u>	<u>66.0</u>	<u>70.6</u>	<u>+4.6</u>	<u>Yes</u>
Slogans (e.g., The few. The proud. The Marines.)	17.4	18.2	+0.8	No
Want you to join/enlist	6.2	8.5	+2.3	No
Men in training	5.9	7.0	+1.1	No
Teaching/learning a trade	3.1	6.3	+3.2	Yes
Educational benefits	4.4	5.9	+1.5	No
Men in uniform	5.7	5.6	-0.1	No
Men with equipment	2.8	4.5	+1.7	No
Travel/see the country/world	3.7	4.1	+0.4	No
Variety of jobs	2.8	3.9	+1.1	No
Opportunities	2.9	3.5	+0.6	No
Good pay/good starting pay	2.1	2.7	+0.6	No
Best service/praised service	2.3	1.9	-0.4	No
Equipment without men	1.5	1.6	+0.1	No
Adventure	2.0	1.4	-0.6	No
Fun/recreation	0.5	1.2	+0.7	No
Men with guns	0.5	0.7	+0.2	No
Men with flag	0.3	0.3	—	No
Other benefits (e.g., health)	1.8	1.5	-0.3	No
Other miscellaneous mentions	6.8	9.0	+2.2	No
Don't recall content	23.1	23.2	+0.1	No
<u>Have Not Seen/Heard Advertising</u>	<u>34.0</u>	<u>29.4</u>	<u>-4.6</u>	<u>No</u>

Base:\*

(1044) (1035)

Source: Question 6a

\* The reduced bases reflect the fact that each respondent was asked the advertising question for only one or two of the four military services, or for the joint advertising.

TABLE 4.4

## RECALL OF ADVERTISING FOR THE NAVY

	Spring '79	Spring '80	Spring '79-'80 Change	Statistically Significant
	<u>%</u>	<u>%</u>	<u>%</u>	
<u>Have Seen/Heard Advertising</u>	<u>71.5</u>	<u>70.3</u>	<u>-1.2</u>	<u>No</u>
Travel/see the country/world	15.5	13.8	-1.7	No
Adventure	11.4	11.7	+0.3	No
Want you to join/enlist	7.9	10.7	+2.8	No
Teaching/learning a trade	5.3	8.7	+3.4	Yes
Men with equipment	6.3	7.6	+1.3	No
Educational benefits	4.8	7.6	+2.8	Yes
Equipment without men	8.5	6.2	-2.3	No
Variety of jobs	4.2	4.6	+0.4	No
Men in uniform	2.7	3.8	+1.1	No
Opportunities	3.8	3.2	-0.6	No
Good pay/good starting pay	2.7	3.0	+0.3	No
Fun/recreation	2.0	2.5	+0.5	No
Men in training	1.6	1.8	+0.2	No
Best service/praised service	0.3	1.2	+0.9	Yes
Slogans (e.g., The Navy makes boys into men)	0.2	0.7	+0.5	No
Men with flag	---	0.2	---	No
Men with guns	0.2	0.2	---	No
Other benefits (e.g., health)	1.7	1.1	-0.6	No
Other miscellaneous mentions	9.8	7.0	-2.8	No
Don't recall content	23.1	21.5	-1.6	No
<u>Have Not Seen/Heard Advertising</u>	<u>28.5</u>	<u>29.6</u>	<u>+1.1</u>	<u>No</u>

Base:\*

(1024) (1024)

Source: Question 6a

\* The reduced bases reflect the fact that each respondent was asked the advertising question for only one or two of the four military services, or for the joint advertising.



TABLE 4.4

## RECALL OF ADVERTISING FOR THE JOINT SERVICES

	Spring '79	Spring '80	Spring '79-'80 Change	Statistically Significant
	<u>%</u>	<u>%</u>	<u>%</u>	
<u>Have Seen/Heard Advertising</u>	<u>66.2</u>	<u>68.5</u>	<u>+2.3</u>	<u>No</u>
Teaching/learning a trade	6.2	17.4	+11.2	Yes
Mention all/several services	1.1	14.9	+12.8	Yes
Educational benefits	8.0	13.8	+5.8	Yes
Want you to join/enlist	9.0	9.5	+0.5	No
Opportunities	7.4	8.3	+0.9	No
Men with equipment	4.7	5.0	+0.3	No
Good pay/good starting pay	3.5	4.9	+1.4	No
Travel/see the country/world	8.1	4.2	-3.9	Yes
Slogans (e.g., Navy makes boys into men)	5.4	3.9	-1.5	No
Men in training	3.9	3.7	-0.2	No
Men in uniform	2.6	2.9	+0.3	No
Equipment without men	2.7	2.8	+0.1	No
Adventure	5.3	2.1	-3.2	Yes
Other miscellaneous mentions	7.6	10.6	+3.0	No
Don't recall content	22.1	18.8	-3.3	No
<u>Have Not Seen/Heard Advertising</u>	<u>33.8</u>	<u>31.5</u>	<u>-2.3</u>	<u>No</u>

Base:\*

(1045) (1094)

Source: Question 6a

\* The reduced bases reflect the fact that each respondent was asked the advertising question for only one or two of the four military services, or for the joint advertising.

2. As shown in Table 4.4, Spring-to-Spring advertising awareness for the Air Force increased by 4.4 percentage points. This increase is not statistically significant. At the same time, the percentage of young men who said that they could not remember what they had seen or heard in the Air Force advertising decreased but not significantly. Among respondents who could recall the content of Air Force advertising, messages about educational benefits, learning a trade, scenes of men with and without equipment and messages urging enlistment were the most memorable copy points. This overall pattern of recall is comparable to that observed in recent waves, although the rank ordering of the copy points has changed.

Significant Spring-to-Spring increases in recall occurred with respect to these specific copy points: educational benefits, teaching/learning a trade, want you to join/enlist, best service/praised service and scenes of men in uniform.

3. Spring-to-Spring advertising awareness for the Army increased significantly. As in previous waves, the level of awareness of Army advertising was the highest of the different advertising sources tracked. Coupled with the significant increase in advertising awareness was a non-significant decrease in the proportion of respondents who said that they could not remember what they had seen or heard in the advertising.

The most memorable copy points were messages about educational benefits, teaching/learning a trade and messages urging enlistment.

Significant year-to-year increases in recall occurred with respect to six copy points: educational benefits, teaching/learning a trade, variety of jobs, scenes of men with equipment and men in uniform and messages praising the service. On the other hand, significant decreases occurred with respect to only one copy point: scenes of men with guns.

4. Advertising awareness for the Marine Corps increased significantly from Spring to Spring. At the same time, the percentage of respondents who could not recall specific copy points remained unchanged. As in the previous waves, the most memorable copy points were Marine Corps slogans.

Teaching/learning a trade was the only copy point for which recall increased significantly. There were no significant year-to-year declines in the recall of any copy points.

5. In contrast to the other services, awareness of Navy advertising decreased slightly from Spring to Spring. This drop was not significant.

As in previous waves, the most memorable copy points were messages about travel and adventure. Messages urging enlistment also were recalled frequently.

The following copy points showed significant year-to-year increases in awareness: teaching/learning a trade, educational benefits and messages praising the Navy. There were no significant Spring-to-Spring decreases in the recall of any copy points.

6. Awareness of the Joint Services Campaign increased slightly from Spring 1979 to Spring 1980. This increase is not significant.

The most memorable copy points were messages about teaching/learning a trade and educational benefits and awareness of the fact that all four services were featured. Awareness of these three copy points also increased significantly from Spring to Spring. The substantially large increase (+12.8 percentage points) in the year-to-year awareness of "mention all/several services" may indicate that this campaign is becoming more distinguishable from other service advertising.

There were significant year-to-year decreases in the awareness of two copy points: travel and adventure.

By way of summary, in the Spring 1980 wave, the following copy points ...

Were Recalled Most Often

- Teaching/learning a trade
- Educational benefits
- Travel/see the country/world
- Adventure
- Want you to join/enlist
- Slogans
- Men with equipment
- Men in training

Showed Significant Year-to-Year Increases in Recall

- Teaching/learning a trade
- Educational benefits
- Men with equipment
- Best service/praised service
- Variety of jobs
- Men in uniform
- Want you to join/enlist

Showed Significant Year-to-Year Decreases in Recall

- Travel
- Adventure
- Men with guns

Figure 4.1 summarizes the most memorable copy points across time for each service. As shown in both Table 4.4 and Figure 4.1, the nature of the most memorable advertising messages has changed over time. Messages about educational benefits and learning a trade are becoming more dominant advertising themes, as measured by service advertising awareness. This is a positive trend.

## SUMMARY OF MOST MEMORABLE COPY POINTS

## AIR FORCE

Top Five Copy Points	Spring '77	Fall '77	Spring '78	Fall '78	Spring '79	Fall '79	Spring '80	%
1	Teaching/ learning a trade 5.8	Teaching/ learning a trade	Men with equipment 9.3	Equipment without men 9.6	Men with equipment 9.6	Men with equipment 7.7	Educational benefits 9.4	7.7
2	Opportunities 4.8	Opportunities 6.1	Teaching/ learning a trade 7.6	Men with equipment 7.1	Equipment without men 6.0	Teaching/ learning a trade 7.7	Teaching/ learning a trade 8.4	6.0
3	Men with equipment 5.5	Men with equipment 6.2	Equipment without men 6.2	Men with equipment 6.8	Teaching/ learning a trade 5.5	Want you to join/enlist 5.6	Men with equipment 8.1	5.5
4	Want you to join/enlist 5.7	Variety of jobs 5.3	Travel/see the country 4.5	Best service/ praised service 4.9	Educational benefits 4.8	Educational benefits 5.4	Want you to join/enlist 7.7	4.8
5	Educational benefits 3.3	Educational benefits 5.0	Variety of jobs 4.1	Opportunities 4.8	Opportunities 4.7	Opportunities 5.1	Equipment without men 0.0	4.7
Use:	(1871)	(1743)	(1291)	(857)	(1050)	(993)	(1010)	
Source:	Question 64							

FIGURE 4.1  
SUMMARY OF MOST MEMORABLE COPY POINTS

ARMY

Top Five Copy Points	Spring '77	Fall '77	Spring '78	Fall '78	Spring '79	Fall '79	Spring '80
1	Teaching/ learning a trade 6.1	Teaching/ learning a trade 8.1	Teaching/ learning a trade 9.0	Travel/see the country/ world 11.0	Want you to join/enlist 10.3	Teaching/ learning a trade 11.4	Educational benefits 12.7
2	Want you to join/enlist 6.1	Educational benefits 7.1	Men with equipment 8.6	Men with equipment 9.6	Educational benefits 9.7	Want you to join/enlist 10.7	Teaching/ learning a trade 16.3
3	Opportunities 5.9	Variety of jobs 6.7	Slogans 7.7	Want you to join/enlist 8.0	Travel/see the country/ world 6.9	Travel/see the country/ world 9.1	Want you to join/enlist 12.4
4	Educational benefits 4.5	Travel/see the country/ world 6.0	Travel see the country/ world 7.7	Teaching/ learning a trade 7.9	Men in training 6.7	Educational benefits 7.2	Variety of jobs 8.3
5	Travel/see the country/ world 3.6	Want you to join/enlist 5.4	Educational benefits 6.9	best service/ praised service 7.8	Opportunities 6.0	Opportunities 6.1	Men with equipment 8.0

base: (1838)

(1960)

(1392)

(880)

(1039)

(1068)

(1048)

Source: Question 6a

FIGURE 4.1  
SUMMARY OF MOST MEMORABLE COPY POINTS  
MARINE CORPS

Top Five Copy Points	Spring '77	Fall '77	Spring '78	Fall '78	Spring '79	Fall '79	Spring '80
1	Slogans 9.3	Slogans 16.7	Slogans 18.0	Slogans 19.9	Slogans 17.4	Slogans 16.6	Slogans 16.2
2	Want you to join/enlist 6.3	Teaching/learning a trade 5.7	Men in training 6.4	Best service/praised service 6.2	Want you to join/enlist 6.2	Men in training 6.1	Want you to join/enlist 8.5
3	Opportunities 5.1	Men in uniform 4.6	Men in uniform 5.8	Men in training 6.0	Men in training 5.9	Teaching/learning a trade 6.1	Men in training 7.0
4	Teaching/learning a trade 4.9	Men with equipment 4.2	Men with equipment 5.1	Travel/see the country/world 5.9	Men in uniform 5.7	Travel/see the country/world 5.7	Teaching/learning a trade 6.3
5	Men in training 5.7	Teaching/learning a trade 5.2	Teaching/learning a trade 5.2	Men in uniform 5.1	Educational benefits 4.4	Want you to join/enlist 5.4	Educational benefits 5.9
Use:	(1811)	(1597)	(1297)	(1729)	(1044)	(994)	(1035)
Source:	Question 6a						



FIGURE 4.1  
SUMMARY OF MOST MEMORABLE COPY POINTS

## NAVY

Top Five Copy Points	Spring '77 %	Fall '77 %	Spring '78 %	Fall '78 %	Spring '79 %	Fall '79 %	Spring '80 %
1	Travel/see the country/ world 13.3	Travel/see the country/ world 14.7	Travel/see the country/ world 16.6	Travel/see the country/ world 14.5	Travel/see the country/ world 15.5	Travel/see the country/ world 16.9	Travel/see the country/ world 13.8
2	Want you to join/enlist 6.9	adventure 5.8	Equipment without men 9.6	Adventure 10.0	Adventure 11.4	Adventure 12.3	Adventure 11.7
3	Teaching/ learning a trade 5.4	want you to join/enlist 5.8	Men with equipment* 8.5	Equipment without men 9.5	Equipment without men 8.3	Teaching/ learning a trade 9.1	Want you to join/enlist 10.7
4	Opportunities 5.0	Equipment without men 3.8	adventure 7.1	Want you to join/enlist 7.4	Want you to join/enlist 7.9	Men with equipment 7.7	Teaching/ learning a trade 8.7
5	Men with equipment 3.8	Variety of jobs 3.8	Want you to join/enlist 4.8	Men with equipment 6.3	Men with equipment 6.3	Want you to join/enlist 7.6	Men with equipment 7.6
Base:	(1811)	(1596)	(1297)	(1699)	(1024)	(1032)	(1024)

Source: Question 6a

#### 4.3 Recognition of Service Advertising Slogans

Slogans have long been an integral part of service advertising, especially for the Marine Corps. Slogans always have been an effective means of generating and sustaining brand awareness. Tracking the recognition of service advertising slogans, therefore, is another means of assessing the effectiveness of service advertising. Beginning in the Fall 1979 wave, respondents were asked to associate service slogans with their correct advertising source.

In the Spring 1980 wave, as in the Fall 1979 wave, respondents were read a series of slogans currently used or used in the recent past in service advertising and asked to name the correct source of each slogan. Tables 4.5 and 4.6 summarize the data. The correct responses have been circled to facilitate interpretation. No statistical significance is implied by this notation. The following conclusions can be drawn from the table:

1. "Join the people who've joined the (Army)."  
and "The Few. The Proud. The (Marines)."  
were correctly identified most often.
2. The following slogans generated some confusion: "This is the (Army).  
"The (Navy). It's not just a job. It's an  
adventure," and "Maybe you can be one of  
us (Marine Corps).  
Moreover, respondents were as likely to associate "(Air Force),  
A great way of life." with the Army or Navy  
as they were to name the Air Force.
3. Only one-in-ten respondents could correctly  
associate the Joint Service slogans with the  
correct source. However, as discussed below,  
this is higher than in the previous wave.

TABLE 4.5  
 RECOGNITION OF SERVICE ADVERTISING  
 SLOGAN

<u>Associate Slogan with This Advertising Source</u>					
<u>Slogan</u>	<u>Army</u>	<u>Air Force</u>	<u>Navy</u>	<u>Marine Corps</u>	<u>Joint Advertising</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
"This is the ____."	47.6	8.4	19.9	8.2	4.1
"Join the people who've joined the ____."	79.1	4.3	10.1	3.1	1.2
"____. A great way of life."	28.0	28.7	20.3	9.6	5.7
"____. It's not just a job. It's an adventure."	35.2	9.0	40.5	8.9	4.0
"The few. The proud. The ____."	7.3	5.7	6.0	71.6	2.6
"Maybe you can be one of us."	10.6	15.9	13.2	37.5	9.1
"A chance to serve, a chance to learn."	33.1	19.2	16.6	7.1	11.5
"It's a great place to start."	35.9	15.4	17.3	8.4	11.0

Base: All Respondents

Source: Question 7

Circled percentages represent respondents who correctly identified the slogan.

TABLE 4.6

CORRECT ASSOCIATION OF SERVICE ADVERTISING SLOGANS  
FALL 1979 vs. SPRING 1980

<u>Slogan</u>	Percent of Respondents Who Correctly Associate Slogan with Service			<u>Statistically Significant</u>
	Fall '79	Spring '80	Fall '79- Spring '80 Change	
	<u>%</u>	<u>%</u>	<u>%</u>	
"This is the _____."	37.6	47.6	+10.0	Yes
"Join the people who've joined the _____."	80.3	79.1	-1.2	No
"_____. A great way of life."	23.4	28.7	+5.3	Yes
"_____. It's not just a job. It's an adventure."	47.2	40.5	-6.7	Yes
"The few. The proud. The _____."	67.3	71.6	+4.3	Yes
"Maybe you can be one of us."	35.2	37.5	+2.3	Yes
"A chance to serve, a chance to learn."	8.0	11.5	+3.5	Yes
"It's a great place to start."	7.8	11.0	+3.2	Yes

Base: All Respondents

Source: Question 7

4. As shown in Table 4.6, the level of correct identification of service slogans increased significantly from Fall 1979 to Spring 1980 for all but two slogans. This is a positive trend. The exceptions were "Join the people who've joined the (Army)" which remained unchanged and "The (Navy). It's not just a job. It's an adventure." which declined. This decrease in the correct identification of this Navy slogan parallels the statistically non-significant decline in awareness of Navy advertising.

SECTION V

ANALYSIS OF ENLISTMENT INCENTIVES

## SECTION V

Analysis of Enlistment Incentives

The use of incentives has been an integral part of the services' efforts to attract qualified individuals to the military in general and to hard-to-fill jobs in particular. Educational assistance packages, cash bonuses, shorter enlistments, and pay increases are some of the incentives that have been used.

In the Spring 1980 wave, as in the Fall 1978 and Fall 1979 waves, a set of questions was added about certain enlistment incentives in an attempt to learn more about their attractiveness to 16 to 21 year old males. The criterion measure is the extent to which respondents report that they would be more likely to consider joining one of the active duty military services given the availability of the particular incentive.

The present Spring 1980 wave focused on possible modifications of three types of incentives:

- Educational assistance (eliminating monthly contribution by enlistees)
- Increases in current monthly starting pay (\$50, \$100, \$200)
- Changes in the current bonus policy (\$4,000 and \$5,000, each where the recruit can select the place of assignment; \$3,000, \$4,000, \$5,000, each where the recruit cannot select the place of assignment)

Each respondent considered all three incentives. However, he considered only one of three levels of increases in starting pay and one of five levels of change in cash bonuses along with the one level of educational assistance. (This was accomplished by printing multiple versions of the questionnaire and assigning respondents to each version on a random basis. The order of asking these questions was rotated across respondents to prevent any order bias.)

Respondents were asked several basic questions with respect to each of these incentives. These questions focused on the following:

- Perception of current incentive
- Impact of current incentive on enlistment intention
- Impact of modification of incentive on enlistment intention

As stated in previous reports, the information on incentives gathered in this study provides the services with guidance in addressing two key recruiting strategy issues:

- What are perceptions of the current offer
- Which incentives are likely to be most effective
- whether proposed changes in current incentives are warranted

The data derived from this study should be used to assess the relative magnitude of effects on enlistment intentions of (1) one incentive versus the other and (2) different levels of each incentive.



Operationally, this means examining the data in three ways. First, the data are examined in terms of the proportion of respondents who indicated that they would be more likely to consider joining the military given the availability of each incentive. The degree to which these attitudes are held also is examined.

Secondly, the responses to each incentive are examined in terms of relevant demographic subgroups. Specifically, mean scale ratings are shown for each demographic group. Those groups whose ratings differ significantly from the national average are highlighted. These are groups for whom the specific incentive is either particularly appealing (i.e., rated higher than the national average) or particularly less appealing (i.e., rated lower than the national average).

Finally, the data are examined in terms of the degree to which the different levels of each incentive cause negative propensity respondents to indicate that they would be more likely to consider enlisting in the military.

A discussion of the findings follows.

### 5.1 The Impact of a Modification in Educational Assistance on Enlistment Intent

Respondents were asked three questions with respect to educational assistance. The first was concerned with their awareness of the fact that the services offer financial assistance for post-military schooling. The second question examined reactions to the current educational assistance package and the third question assessed reactions to possible changes in this package. The questions were as follows:

- Do you think the military services offer financial support for schooling after you leave the service?
- Veterans of the military services can receive financial support for schooling. For those willing to place \$50-\$75 of their monthly pay in an educational savings account, the government will add \$2 for every \$1 they save during their tour of duty. The maximum amount of this benefit is \$8,100. Knowing this, would you be more likely, or not, to consider joining one of the active duty military services?
- If you did not have to contribute a portion of your monthly pay in order to receive this educational benefit, would you be more likely, or not, to consider joining one of the active duty military services?

The data are summarized in Tables 5.1 - 5.4. The following conclusions can be drawn:

1. Not shown in the tables is the finding that nearly all of the respondents (85.9%) indicated that they knew that the services offer financial support for schooling after leaving the service. The two propensity groups did not differ on this measure.
2. For both the current and modified versions of educational assistance, nearly as many respondents said that they would be more likely to consider joining. Overall, the current and

TABLE 5.1  
EFFECT OF CURRENT EDUCATIONAL ASSISTANCE  
ON LIKELIHOOD OF ENLISTING

	Spring '80 %
<u>More likely to consider joining</u>	<u>42.8</u>
Much more likely	11.9
Somewhat more likely	20.2
Just a little more likely	10.7
Not more likely to consider joining	52.8
Don't know	4.4
Average*	1.91

Base: All Respondents

Source: Question 17b

\* Mean scale value shown

Scale Value: 4 = Much more likely  
3 = Somewhat more likely  
2 = Just a little more likely  
1 = Not more likely  
Therefore, larger values indicate greater perceived likelihood.

TABLE 5.2  
EFFECT OF CURRENT EDUCATIONAL ASSISTANCE  
ON LIKELIHOOD OF ENLISTING

DEMOGRAPHIC ANALYSIS\*

	<u>Spring '80</u>	<u>Statistically Significant+</u>
<u>Total U.S. Estimate</u> **	<u>1.91</u>	
<u>Variable</u> ***		
Positive propensity	2.50	Yes-higher
Negative propensity	1.61	Yes-lower
16 years old	2.31	Yes-higher
17 years old	2.11	Yes-higher
18 years old	1.84	No
19 years old	1.73	Yes-lower
20 years old	1.65	Yes-lower
21 years old	1.67	Yes-lower
10th/11th grade	2.25	Yes-higher
Senior	1.98	No
In college	1.64	Yes-lower
High school graduate, not in school	1.65	Yes-lower
Not high school graduate	1.92	No
High quality index	1.80	Yes-lower
Medium quality index	1.97	Yes-higher
Low quality index	1.91	No
White	1.92	No
Black	1.90	No
Other non-white	1.79	No

Source: Question 17b

\* Mean scale values shown

Scale Value: 4 = Much more likely  
 3 = Somewhat more likely  
 2 = Just a little more likely  
 1 = Not more likely  
 Therefore, larger values indicate greater perceived likelihood.

\*\* Base: All Respondents

\*\*\* Base: Appropriate Respondent Groups for Each Variable

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

TABLE 5.3  
EFFECT OF CHANGE IN EDUCATIONAL ASSISTANCE  
ON LIKELIHOOD OF ENLISTING

	Spring '80 <u>z</u>
<u>More likely to consider joining</u>	<u>43.8</u>
Much more likely	16.5
Somewhat more likely	17.7
Just a little more likely	9.6
Not more likely to consider joining	51.9
Don't know	4.3
Average*	1.99

Base: All Respondents

Source: Question 17c

\* Mean scale value shown

Scale Value: 4 = Much more likely  
 3 = Somewhat more likely  
 2 = Just a little more likely  
 1 = Not more likely  
 Therefore, larger values indicate greater perceived likelihood.

TABLE 5.4

EFFECT OF EDUCATIONAL ASSISTANCE WITHOUT CONTRIBUTING PAY  
ON LIKELIHOOD OF ENLISTING

## DEMOGRAPHIC ANALYSIS\*

	Spring '80	Statistically Significant+
<u>Total U.S. Estimate</u> **	<u>1.99</u>	
<u>Variable</u> ***		
Positive propensity	2.51	Yes-higher
Negative propensity	1.73	Yes-lower
16 years old	2.26	Yes-higher
17 years old	2.17	Yes-higher
18 years old	1.89	Yes-lower
19 years old	1.88	Yes-lower
20 years old	1.79	Yes-lower
21 years old	1.83	Yes-lower
10th/11th grade	2.24	Yes-higher
Senior	2.03	No
In college	1.82	Yes-lower
High school graduate, not in school	1.81	Yes-lower
Not high school graduate	1.94	No
High quality index	1.94	No
Medium quality index	2.03	No
Low quality index	1.96	No
White	1.99	No
Black	1.99	No
Other non-white	1.88	No

Source: Question 17c

\* Mean scale values shown

Scale Value: 4 = Much more likely  
 3 = Somewhat more likely  
 2 = Just a little more likely  
 1 = Not more likely  
 Therefore, larger values indicate greater perceived likelihood.

\*\* Base: All Respondents

\*\*\* Base: Appropriate Respondent Groups for Each Variable

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

modified versions of educational assistance do not differ with respect to the proportion of respondents who said that they would be more likely to consider joining the services given the availability of this incentive.

3. The modified version of educational assistance elicited a somewhat stronger response than the current version. That is, the extent to which respondents would be more likely to consider joining is stronger for the modified version, as reflected by the significant differences in the respective average ratings (1.99 vs. 1.91).
4. Tables 5.2 and 5.4 examine the educational assistance data in terms of relevant demographic subgroups. As shown in the tables, the demographic subgroups in whom the services are most interested tended to give below-average ratings to both educational incentives. The only noteworthy difference in these demographic profiles is that respondents in the high educational ability group gave below-average ratings to the current educational package but were on par with the national average with respect to the modified version. All in all, the two forms of this incentive do not differ with respect to their impact on demographic subgroups.
5. One indication of the relative effectiveness of recruitment incentive is its impact on negative propensity respondents. That is, what proportion of negative propensity individuals indicate that they would be more likely to consider joining given the availability of the incentive? Not shown in the tables is the fact that 31.4% of the negative propensity group said that they would be more likely to consider enlisting given the availability of the current educational assistance. The figure for the modified version was 34.2%.
6. By way of summary, the data suggest that the impact of modifying the educational assistance incentive would be more qualitative than quantitative. That is, such a change might slightly strengthen the enlistment propensity attitude rather than increase the proportion of young men in general and negative propensity youth in particular who express more positive enlistment intentions. Rather than modify the current educational assistance package, therefore, the services should consider initiating efforts to increase awareness of this incentive.

## 5.2 The Impact of Increased Starting Pay on Enlistment Intent

Respondents were asked the following three questions with respect to starting pay:

- As far as you know, what is the monthly starting pay for an enlisted man in the military -- before taxes are deducted?
- The monthly starting pay for an enlisted man is \$449. Knowing this, would you be more likely, or not, to consider joining one of the active duty military services?
- Assuming that everything else about the military service stays the same as it is now, if the starting pay were increased by (\$50/\$100/\$200) a month, would you be more likely, or not, to consider joining one of the active duty military services?

Tables 5.5-5.10 summarize the data. What follows is a discussion of the findings.

1. Not shown in the tables are the findings pertaining to respondents' knowledge of current monthly starting pay for an enlisted man. The average estimate was \$352, almost \$100 less than the actual figure (\$449). Thirty-four (34%) percent of the sample were able to guess within \$75 in either direction of the actual level of pay. The average estimates of positive and negative propensity men did not differ significantly (\$348 vs. \$355). While the same may be true of other occupations, it appears that the vast majority of 16 to 21 year old men are not well-informed about starting pay in the military. This lack of understanding has been documented across the five years of this study. This suggests that the services should attempt to increase awareness of the actual level of starting pay.
2. After learning the level of current monthly starting pay, only one-in-five respondents indicated that they would be more likely to consider joining the service. As shown in Table 5.7, this figure increases somewhat with respect to the modified versions of starting pay, especially \$100 and \$200 a month increases.
3. The modified versions of this incentive elicited stronger responses than the current version, especially a \$200 a month increase.



TABLE 5.5  
EFFECT OF CURRENT MONTHLY STARTING PAY  
ON LIKELIHOOD OF ENLISTING

	Spring '80 %
<u>More likely to consider joining</u>	<u>21.4</u>
Much more likely	5.1
Somewhat more likely	10.1
Just a little more likely	6.2
Not more likely to consider joining	74.9
Don't know	3.7
Average*	1.43

Base: All Respondents

Source: Question 16b

\* Mean scale value shown

Scale Value: 4 = Much more likely  
 3 = Somewhat more likely  
 2 = Just a little more likely  
 1 = Not more likely  
 Therefore, larger values indicate greater perceived likelihood.

TABLE 5.6

EFFECT OF CURRENT MONTHLY STARTING PAY  
ON LIKELIHOOD OF ENLISTING

## DEMOGRAPHIC ANALYSIS\*

	Spring '80	Statistically Significant+
<u>Total U.S. Estimate **</u>	<u>1.43</u>	
<u>Variable ***</u>		
Positive propensity	1.94	Yes-higher
Negative propensity	1.18	Yes-lower
16 years old	1.71	Yes-higher
17 years old	1.60	Yes-higher
18 years old	1.42	No
19 years old	1.31	Yes-lower
20 years old	1.23	Yes-lower
21 years old	1.24	Yes-lower
10th/11th grade	1.68	Yes-higher
Senior	1.47	Yes-higher
In college	1.17	Yes-lower
High school graduate, not in school	1.24	Yes-lower
Not high school graduate	1.59	Yes-higher
High quality index	1.25	Yes-lower
Medium quality index	1.49	No
Low quality index	1.56	Yes-higher
White	1.43	No
Black	1.43	No
Other non-white	1.10	Yes-lower

Source: Question 16b

\* Mean scale values shown

Scale Value: 4 = Much more likely  
 3 = Somewhat more likely  
 2 = Just a little more likely  
 1 = Not more likely  
 Therefore, larger values indicate greater perceived likelihood.

\*\* Base: All Respondents

\*\*\* Base: Appropriate Respondent Groups for Each Variable

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

TABLE 5.7

EFFECT OF CHANGE IN MONTHLY STARTING PAY  
ON LIKELIHOOD OF ENLISTING

	Spring '80		
	Monthly Pay Increase		
	\$50	\$100	\$200
	%	%	%
<u>More likely to consider joining</u>	<u>27.6</u>	<u>36.7</u>	<u>43.1</u>
Much more likely	7.3	11.0	15.8
Somewhat more likely	12.0	15.0	16.2
Just a little more likely	8.3	10.6	11.0
Not more likely to consider joining	69.3	60.1	53.2
Don't know	3.2	3.2	3.7
Average*	1.56	1.76	1.95

Base: All Respondents

Source: Question 16

\* Mean scale values shown

Scale Value: 4 = Much more likely  
 3 = Somewhat more likely  
 2 = Just a little more likely  
 1 = Not more likely  
 Therefore, larger values indicate greater perceived likelihood.

TABLE 5.8  
EFFECT OF \$50 A MONTH PAY INCREASE  
ON LIKELIHOOD OF ENLISTING

DEMOGRAPHIC ANALYSIS\*

	<u>Spring '80</u>	<u>Statistically Significant+</u>
<u>Total U.S. Estimate **</u>	<u>1.56</u>	
<u>Variable ***</u>		
Positive propensity	2.11	Yes-higher
Negative propensity	1.29	Yes-lower
16 years old	1.83	Yes-higher
17 years old	1.75	Yes-higher
18 years old	1.52	No
19 years old	1.46	Yes-lower
20 years old	1.32	Yes-lower
21 years old	1.37	Yes-lower
10th/11th grade	1.79	Yes-higher
Senior	1.61	No
In college	1.26	Yes-lower
High school graduate, not in school	1.35	Yes-lower
Not high school graduate	1.84	Yes-higher
High quality index	1.39	Yes-lower
Medium quality index	1.61	No
Low quality index	1.68	Yes-higher
White	1.56	No
Black	1.55	No
Other non-white	1.00	Yes-lower

Source: Question 16c

\* Mean scale values shown

Scale Value: 4 = Much more likely  
 3 = Somewhat more likely  
 2 = Just a little more likely  
 1 = Not more likely  
 Therefore, larger values indicate greater perceived likelihood.

\*\* Base: All Respondents

\*\*\* Base: Appropriate Respondent Groups for Each Variable

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

TABLE 5.9  
EFFECT OF \$100 A MONTH PAY INCREASE  
ON LIKELIHOOD OF ENLISTING

## DEMOGRAPHIC ANALYSIS\*

	Spring '80	Statistically Significant†
<u>Total U.S. Estimate</u> **	<u>1.76</u>	
<u>Variable</u> ***		
Positive propensity	2.41	Yes-higher
Negative propensity	1.43	Yes-lower
16 years old	2.12	Yes-higher
17 years old	1.98	Yes-higher
18 years old	1.72	No
19 years old	1.67	No
20 years old	1.50	Yes-lower
21 years old	1.49	Yes-lower
10th/11th grade	2.14	Yes-higher
Senior	1.77	No
In college	1.42	Yes-lower
High school graduate, not in school	1.53	Yes-lower
Not high school graduate	1.84	No
High quality index	1.56	Yes-lower
Medium quality index	1.81	No
Low quality index	1.96	Yes-higher
White	1.76	No
Black	1.76	No
Other non-white	1.61	No

Source: Question 16

\* Mean scale values shown

Scale Value: 4 = Much more likely  
3 = Somewhat more likely  
2 = Just a little more likely  
1 = Not more likely  
Therefore, larger values indicate greater perceived likelihood.

\*\* Base: All Respondents

\*\*\* Base: Appropriate Respondent Groups for Each Variable

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

TABLE 5.10

EFFECT OF \$200 A MONTH PAY INCREASE  
ON LIKELIHOOD OF ENLISTING

## DEMOGRAPHIC ANALYSIS\*

	Spring '80	Statistically Significant+
<u>Total U.S. Estimate **</u>	<u>1.95</u>	
<u>Variable ***</u>		
Positive propensity	2.69	Yes-higher
Negative propensity	1.57	Yes-lower
16 years old	2.27	Yes-higher
17 years old	2.12	Yes-higher
18 years old	2.06	No
19 years old	1.83	No
20 years old	1.69	Yes-lower
21 years old	1.53	Yes-lower
10th/11th grade	2.21	Yes-higher
Senior	2.11	No
In college	1.67	Yes-lower
High school graduate, not in school	1.70	Yes-lower
Not high school graduate	2.03	No
High quality index	1.64	Yes-lower
Medium quality index	2.11	Yes-higher
Low quality index	2.01	No
White	1.91	No
Black	1.96	No
Other non-white	4.00 ++	Yes-higher

Source: Question 16

\* Mean scale values shown

Scale Value: 4 = Much more likely  
 3 = Somewhat more likely  
 2 = Just a little more likely  
 1 = Not more likely  
 Therefore, larger values indicate greater perceived likelihood.

\*\* Base: All Respondents

\*\*\* Base: Appropriate Respondent Groups for Each Variable

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

++ reflects small base

4. Tables 5.6, 5.8, 5.9, and 5.10 show the impact of both the current and modified versions of starting pay on demographic subgroups. As these tables show, all of the versions of starting pay have similar impacts on demographic subgroups. As in the case of educational assistance, older respondents, high school graduates and those in the high educational ability group gave below-average ratings to the different packages of pay.
5. With respect to the impact of starting pay on the enlistment intentions of negative propensity youth, the data suggest that this incentive has less appeal than educational assistance among this group. Specifically, the proportion of negative propensity respondents who said that they would be more likely to consider enlisting given the current level of starting pay was 10.3%. For the three proposed modifications in pay the figures were 16.4% (+ \$50 a month), 23.7% (+ \$100 a month), and 29.2% (+ \$200 a month).
6. Relative to the current starting pay level, the data suggest that increasing monthly pay by at least \$100 a month both strengthens the enlistment propensity attitude as well as increases the proportion of young men who express more positive enlistment intentions.

### 5.3 The Impact of Increased Cash Bonuses on Enlistment Intent

Respondents were asked four questions with respect to enlistment cash bonuses. The questions were as follows:

- As far as you know, do the military services offer individuals a cash bonus for enlisting?
- How much is this bonus? Even if you aren't sure, please give me your best guess.
- The military services offer a cash bonus of up to \$3,000 for enlisting. The bonus is offered only in certain combat related jobs, requires an additional year of service, and, in general, you can select your place of assignment. It is paid at the end of your initial training. Knowing this, would you be more likely, or not, to consider joining one of the active duty military services?
- Assuming that everything else about the military services stays the same as it is now, if the cash bonus were:
  - increased to \$4,000
  - increased to \$5,000
  - \$3,000 but not allowed to select place of assignment
  - \$4,000 but not allowed to select place of assignment
  - \$5,000 but not allowed to select place of assignment

would you be more likely, or not, to consider joining one of the active duty military services?

Tables 5.11-5.19 summarize the responses to these questions. The following conclusions can be drawn:

1. Not shown in the tables is the fact that only 39.7% of the total sample knew that the services offer cash bonuses for enlisting. The two propensity groups did not differ on this measure. When asked what they believed the amount of the bonus to be, 20.4% could not venture a guess. The average estimate was \$959. Again, the two propensity groups



TABLE 5.11  
EFFECT OF CURRENT BONUS POLICY  
ON LIKELIHOOD OF ENLISTING

	Spring '80 %
<u>More likely to consider joining</u>	<u>42.1</u>
Much more likely	12.4
Somewhat more likely	18.8
Just a little more likely	10.9
Not more likely to consider joining	53.5
Don't know	4.4
Average*	1.90

Base: All Respondents

Source: Question 15c

\* Mean scale value shown

Scale Value: 4 = Much more likely  
 3 = Somewhat more likely  
 2 = Just a little more likely  
 1 = Not more likely  
 Therefore, larger values indicate greater perceived likelihood.

TABLE 5.12

EFFECT OF CURRENT BONUS POLICY  
ON LIKELIHOOD OF ENLISTING

## DEMOGRAPHIC ANALYSIS\*

	Spring '80	Statistically Significant+
<u>Total U.S. Estimate **</u>	<u>1.90</u>	
<u>Variable ***</u>		
Positive propensity	2.46	Yes-higher
Negative propensity	1.61	Yes-lower
16 years old	2.22	Yes-higher
17 years old	2.06	Yes-higher
18 years old	1.87	No
19 years old	1.75	Yes-lower
20 years old	1.69	Yes-lower
21 years old	1.69	Yes-lower
10th/11th grade	2.18	Yes-higher
Senior	1.95	Yes-higher
In college	1.61	Yes-lower
High school graduate, not in school	1.67	Yes-lower
Not high school graduate	2.03	Yes-higher
High quality index	1.75	Yes-lower
Medium quality index	1.96	Yes-higher
Low quality index	1.96	Yes-higher
White	1.92	No
Black	1.88	No
Other non-white	1.86	Yes-lower

Source: Question 15c

\* Mean scale values shown

Scale Value: 4 = Much more likely  
 3 = Somewhat more likely  
 2 = Just a little more likely  
 1 = Not more likely  
 Therefore, larger values indicate greater perceived likelihood.

\*\* Base: All Respondents

\*\*\* Base: Appropriate Respondent Groups for Each Variable

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

TABLE 5.13

## EFFECT OF CHANGE IN BONUS POLICY ON LIKELIHOOD OF ENLISTING

	Spring '80			
	\$4,000		\$5,000	
	%	Without Selection of Place of Assignment	%	Without Selection of Place of Assignment
More likely to join	40.7	17.7	49.6	23.1
Much more likely	14.3	5.7	19.2	7.3
Somewhat more likely	17.1	7.0	19.9	10.2
Just a little more likely	9.3	5.0	10.6	5.6
Not more likely to join	55.1	78.9	47.3	73.0
Don't know	4.2	3.4	3.1	4.0
Average*	1.90	1.37	2.11	1.50
				1.46

Base: All Respondents

Source: Question 15

\* Mean scale values shown

Scale Value: 4 = Much more likely  
 3 = Somewhat more likely  
 2 = Just a little more likely  
 1 = Not more likely

Therefore, larger values indicate greater perceived likelihood.

TABLE 5.14  
EFFECT ON ENLISTING OF \$4,000 CASH BONUS  
DEMOGRAPHIC ANALYSIS\*

	<u>Spring '80</u>	<u>Statistically Significant+</u>
<u>Total U.S. Estimate **</u>	<u>1.90</u>	
<u>Variable ***</u>		
Positive propensity	2.46	Yes-higher
Negative propensity	1.58	Yes-lower
16 years old	2.23	Yes-higher
17 years old	2.06	Yes-higher
18 years old	1.91	No
19 years old	1.72	Yes-lower
20 years old	1.59	Yes-lower
21 years old	1.83	No
10th/11th grade	2.12	Yes-higher
Senior	1.94	No
In college	1.52	Yes-lower
High school graduate, not in school	1.71	Yes-lower
Not high school graduate	2.32	Yes-higher
High quality index	1.73	Yes-lower
Medium quality index	1.97	No
Low quality index	1.98	No
White	1.88	No
Black	1.91	No
Other non-white	2.07	No

Source: Question 15

\* Mean scale values shown

Scale Value: 4 = Much more likely  
 3 = Somewhat more likely  
 2 = Just a little more likely  
 1 = Not more likely  
 Therefore, larger values indicate greater perceived likelihood.

\*\* Base: All Respondents

\*\*\* Base: Appropriate Respondent Groups for Each Variable

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

TABLE 5.15  
EFFECT ON ENLISTING OF \$5,000 CASH BONUS  
DEMOGRAPHIC ANALYSIS\*

	Spring '80	Statistically Significant+
<u>Total U.S. Estimate **</u>	<u>2.11</u>	
<u>Variable ***</u>		
Positive propensity	2.72	Yes-higher
Negative propensity	1.80	Yes-lower
16 years old	2.45	Yes-higher
17 years old	2.26	No
18 years old	2.10	No
19 years old	2.10	No
20 years old	1.81	Yes-lower
21 years old	1.80	Yes-lower
10th/11th grade	2.45	Yes-higher
Senior	2.13	No
In college	1.86	Yes-lower
High school graduate, not in school	1.92	Yes-lower
Not high school graduate	1.89	Yes-higher
High quality index	2.05	No
Medium quality index	2.15	No
Low quality index	2.12	No
White	2.18	No
Black	2.07	No
Other non-white	1.99	No

Source: Question 15

\* Mean scale values shown

Scale Value: 4 = Much more likely  
3 = Somewhat more likely  
2 = Just a little more likely  
1 = Not more likely  
Therefore, larger values indicate greater perceived likelihood.

\*\* Base: All Respondents

\*\*\* Base: Appropriate Respondent Groups for Each Variable

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

TABLE 5.16

EFFECT ON ENLISTING OF \$3,000 CASH BONUS  
WITHOUT SELECTION OF PLACE OF ASSIGNMENT

## DEMOGRAPHIC ANALYSIS\*

	Spring '80	Statistically Significant+
<u>Total U.S. Estimate</u> **	<u>1.37</u>	
<u>Variable</u> ***		
Positive propensity	1.66	Yes-higher
Negative propensity	1.23	Yes-lower
16 years old	1.60	Yes-higher
17 years old	1.38	No
18 years old	1.38	No
19 years old	1.35	No
20 years old	1.32	No
21 years old	1.19	Yes-lower
10th/11th grade	1.53	Yes-higher
Senior	1.30	No
In college	1.29	No
High school graduate, not in school	1.24	Yes-lower
Not high school graduate	1.56	No
High quality index	1.23	Yes-lower
Medium quality index	1.44	No
Low quality index	1.43	No
White	1.40	No
Black	1.36	No
Other non-white	1.76	No

Source: Question 15b

\* Mean scale values shown

Scale Value: 4 = Much more likely  
 3 = Somewhat more likely  
 2 = Just a little more likely  
 1 = Not more likely  
 Therefore, larger values indicate greater perceived likelihood.

\*\* Base: All Respondents

\*\*\* Base: Appropriate Respondent Groups for Each Variable

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

TABLE 5.17

EFFECT ON ENLISTING OF \$4,000 CASH BONUS  
WITHOUT SELECTION OF PLACE OF ASSIGNMENT

## DEMOGRAPHIC ANALYSIS\*

	Spring '80	Statistically Significant+
<u>Total U.S. Estimate **</u>	<u>1.50</u>	
<u>Variable ***</u>		
Positive propensity	1.83	Yes-higher
Negative propensity	1.31	Yes-lower
16 years old	1.74	Yes-higher
17 years old	1.43	No
18 years old	1.52	No
19 years old	1.50	No
20 years old	1.53	No
21 years old	1.19	Yes-lower
10th/11th grade	1.62	Yes-higher
Senior	1.49	No
In college	1.46	No
High school graduate, not in school	1.31	Yes-lower
Not high school graduate	1.76	No
High quality index	1.33	Yes-lower
Medium quality index	1.57	No
Low quality index	1.61	No
White	1.44	No
Black	1.53	No
Other non-white	4.00	Yes-higher

Source: Question 15

\* Mean scale values shown

Scale Value: 4 = Much more likely  
 3 = Somewhat more likely  
 2 = Just a little more likely  
 1 = Not more likely  
 Therefore, larger values indicate greater perceived likelihood.

+ 1 Respondents

## Appropriate Respondent Groups for Each Variable

Significance based on total U.S. estimate falling beyond  
 standard errors of the individual variable estimate.  
 If significance is indicated, the variable estimate is  
 greater than the U.S. average.

TABLE 5.18  
EFFECT ON ENLISTING OF \$5,000 CASH BONUS  
WITHOUT SELECTION OF PLACE OF ASSIGNMENT

DEMOGRAPHIC ANALYSIS\*

	Spring '80	Statistically Significant+
<u>Total U.S. Estimate **</u>	<u>1.46</u>	
<u>Variable ***</u>		
Positive propensity	1.85	Yes-higher
Negative propensity	1.29	Yes-lower
16 years old	1.58	No
17 years old	1.59	No
18 years old	1.45	No
19 years old	1.38	No
20 years old	1.22	Yes-lower
21 years old	1.46	No
10th/11th grade	1.57	Yes-higher
Senior	1.55	No
In college	1.35	No
High school graduate, not in school	1.31	Yes-lower
Not high school graduate	1.55	No
High quality index	1.34	Yes-lower
Medium quality index	1.52	No
Low quality index	1.48	No
White	1.54	No
Black	1.39	No
Other non-white	1.46	No

Source: Question 15

\* Mean scale values shown

Scale Value: 4 = Much more likely  
 3 = Somewhat more likely  
 2 = Just a little more likely  
 1 = Not more likely  
 Therefore, larger values indicate greater perceived likelihood.

\*\* Base: All Respondents

\*\*\* Base: Appropriate Respondent Groups for Each Variable

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable is estimate higher or lower than the U.S. average.



did not differ on this measure.

2. Somewhat less than one-half of the respondents said that they would be more likely to consider enlisting given the availability of the current cash bonus policy. As shown in Table 5.13 this proportion actually decreases for the \$4,000 version (40.7%) and increases to 49.6% for the \$5,000 version. Eliminating the option of choosing one's place of assignment totally undermines the appeal of this incentive.
3. Relative to the current version and the other modified versions, the \$5,000 cash bonus option elicited the strongest response. Of all the incentives examined in this study, respondents gave the highest average rating to the \$5,000 cash bonus.
4. Tables 5.12, 5.14, 5.15, 5.16, 5.17, and 5.18 examine the appeal of the various cash bonus policies among demographic subgroups. Response to both the current and the modified versions are quite similar to that for the other incentives. That is, the appeal of a cash bonus tends to be less appealing to the most attractive target market groups.
5. The proportion of negative propensity youth who indicated that they would be more likely to consider enlisting given the availability of the current cash bonus policy was 31.2%. The corresponding figures for the \$4,000 and \$5,000 versions were 27.9% and 38.1%, respectively. When the option of selecting the place of assignment is taken away, the appeal of this incentive among negative propensity youth decreases dramatically. The figures for the \$3,000, \$4,000, and \$5,000 levels of this version of cash bonuses were 11.5%, 15.1%, and 14.9%, respectively.
6. By way of summary, the data suggest that changes in the current cash bonus policy may not be warranted. Of the modifications considered, the \$5,000 option had the most appeal. While this modification elicits a somewhat stronger response, the proportion of young men in general and negative propensity individuals in particular who express positive enlistment intentions is only marginally higher than that achieved by the current policy. As in the case of both educational assistance and monthly starting pay, this suggests that the services consider initiating actions to increase awareness of this incentive.

By way of summary, the data suggest that the increases in educational assistance and cash bonuses investigated here appear to have less of an effect on enlistment intentions than does increasing awareness of the current offers for each of these incentives. This suggests that the first priority should be given to addressing this awareness issue.

For the readers' convenience, response to the incentives is summarized in Table 5.19.

TABLE 5.10

EFFECT OF VARIOUS CHANGES IN ENLISTMENT INCENTIVES ON LIKELIHOOD  
OF ENLISTING WITHIN DEMOGRAPHIC GROUP ANALYSIS\*

	Educational Assistance Without Contributing Pay	Monthly Pay Increase			Enlistment Bonus		
		\$50	\$100	\$200	\$3,000 Without Selection of Place of Assignment	\$4,000 Without Selection of Place of Assignment	\$5,000 Without Selection of Place of Assignment
Total U.S.	1.99	1.56	1.76	1.95	1.37	1.50	1.46
Positive Propensity***	2.51	2.11	2.41	2.69	1.66	1.83	1.85
Negative Propensity***	1.73	1.29	1.43	1.57	1.23	1.31	1.29
16 years old	2.26	1.83	2.12	2.27	1.60	1.74	1.58
17 years old	2.17	1.75	1.98	2.12	1.38	1.43	1.59
18 years old	1.89	1.52	1.72	2.06	1.38	1.52	1.45
19 years old	1.88	1.46	1.67	1.83	1.35	1.50	1.38
20 years old	1.70	1.32	1.50	1.69	1.32	1.53	1.22
21 years old	1.83	1.37	1.49	1.53	1.19	1.19	1.46
10th/11th grade	2.24	1.75	2.14	2.21	1.53	1.62	1.57
Senior	2.03	1.61	1.77	2.11	1.30	1.49	1.55
In college	1.82	1.26	1.42	1.67	1.29	1.46	1.35
High school graduate	1.81	1.35	1.53	1.70	1.24	1.31	1.31
Not high school graduate	1.94	1.84	1.84	2.03	1.56	1.76	1.55
High quality index	1.94	1.39	1.56	1.64	1.23	1.33	1.34
Medium quality index	2.03	1.61	1.81	2.11	1.44	1.57	1.52
Low quality index	1.96	1.68	1.96	2.01	1.43	1.61	1.48
White	1.99	1.56	1.76	1.91	1.40	1.44	1.54
Black	1.99	1.55	1.76	1.96	1.36	1.53	1.39
Other non-white	1.88	1.00	1.61	4.00	1.76	4.00	1.46

\* Mean scale values shown

Scale Values: 4 = Much more likely  
 3 = Somewhat more likely  
 2 = Just a little more likely  
 1 = Not more likely

Therefore, larger values indicate greater perceived likelihood.

\*\* The underlines denote the highest average for each demographic subgroup. This notation does not imply any statistical significance.

\*\*\* Refers to propensity for any service

SECTION VI

PERCEPTIONS AND ATTITUDES  
TOWARD DRAFT REGISTRATION

## SECTION VI

Perceptions and Attitudes Toward Draft Registration

Since its inception, the all-volunteer military has been the subject of great debate. In recent months this debate has intensified. A major focus of the discussion is whether the country could quickly mobilize enough trained manpower in case of an armed conflict. This has caused both supporters and critics of the all-volunteer military to question the need to reinstitute draft registration. A resumption of registration could arouse emotion regarding military service. The impact on voluntary enlistments of renewed intensified social feelings about military service is unknown. In order to determine what this impact might be, it is necessary to first gauge reaction to the draft registration concept. To determine this reaction, three questions must be asked. These are: Do target market youth perceive a need for registration? What are target market youth's attitudes about having to register? What, if any, impact will registration have on enlistment intentions?

One year has passed since the draft registration questions were first asked. Since that time, several key events have occurred that may influence male youth's attitudes toward military service. These are the hostage situation in Iran, the Russian invasion of Afghanistan and recent reinstatement of draft registration which occurred just after the interviewing for the current wave. Hence, the Spring 1980 wave provides an important one-year perspective on this critical issue.

A discussion of the data follows.

### 6.1 Perceived Need for Draft Registration

In the Spring 1979 wave and again in the Spring 1980 wave, respondents were asked whether they felt that a draft registration was necessary to provide a strong defense for this country. Specifically, respondents were read the following statement and asked to indicate the degree to which they agreed or disagreed with it. The statement was as follows:

"Requiring all 18 year olds to register for the draft is necessary to provide a strong defense for America."

In the Spring 1979 wave, less than one-half of the sample agreed with this statement. In the current wave, this proportion is now over one-half (44.3% vs. 58.8%). As Table 6.1 shows, not only has the proportion of male youth who feel that a draft registration is necessary increased, but so has the strength of this perception, as reflected in the average scale ratings (3.16 vs. 3.75). These year-to-year increases are statistically significant.

Table 6.2 examines the response to this issue in terms of relevant demographic subgroups. As the table shows, positive propensity youth and the youngest (16 years old) and oldest (21 years old) individuals expressed above-average agreement with the statement. Interestingly, those most directly affected by a draft registration (i.e., 18 and 19 year olds) expressed below-average agreement with the statement.

TABLE 6.1

## PERCEIVED NEED FOR DRAFT REGISTRATION

"Requiring all 18 year olds to register for the draft is necessary to provide a strong defense for America."

	Spring '79	Spring '80
	<u>%</u>	<u>%</u>
<u>Agree with Statement</u>	<u>44.3</u>	<u>58.8</u>
Strongly agree	13.0	21.6
Generally agree	19.9	25.5
Agree just a little	11.4	11.7
<u>Disagree with Statement</u>	<u>55.7</u>	<u>41.2</u>
Disagree just a little	9.1	8.5
Generally disagree	19.4	13.3
Strongly disagree	27.2	19.4
Average*	3.16	3.75

Base: All Respondents

Source: Questions 14a, 14b

\* Mean scale values shown

Scale Value: 6 = Strongly agree  
 5 = Generally agree  
 4 = Agree just a little  
 3 = Disagree just a little  
 2 = Generally disagree  
 1 = Strongly disagree  
 Therefore, larger values indicate stronger agreement.

TABLE 6.2

## PERCEIVED NEED FOR DRAFT REGISTRATION

"Requiring all 18 year olds to register for the draft  
is necessary to provide a strong defense for America."

## DEMOGRAPHIC ANALYSIS\*

	Spring '80	Statistically Significant†
<u>Total U.S. Estimate **</u>	<u>3.75</u>	
<u>Variable ***</u>		
Positive propensity	4.25	Yes-higher
Negative propensity	3.50	Yes-lower
16 years old	3.86	Yes-higher
17 years old	3.81	No
18 years old	3.58	Yes-lower
19 years old	3.53	Yes-lower
20 years old	3.75	No
21 years old	4.03	Yes-higher
10th/11th grade	3.87	Yes-higher
Senior	3.71	No
In college	3.70	No
High school graduate, not in school	3.76	No
Not high school graduate	3.53	Yes-lower
High quality index	3.76	No
Medium quality index	3.78	No
Low quality index	3.68	No
White	3.77	No
Black	3.75	No
Other non-white	3.24	No

Source: Question 14b

\* Mean scale values shown

Scale Value: 6 = Strongly agree  
5 = Generally agree  
4 = Agree just a little  
3 = Disagree just a little  
2 = Generally disagree  
1 = Strongly disagree  
Therefore, larger values indicate greater perceived likelihood.

\*\* Base: All Respondents

\*\*\* Base: Appropriate Respondent Groups for Each Variable

† Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.



## 6.2 Attitudes Toward Draft Registration

Beginning with the Fall 1979 wave, respondents were asked to indicate the degree to which they favored or opposed a draft registration. Table 6.3 presents the data for both the Fall 1979 wave and the current wave. As the table shows, there was a statistically significant positive shift in attitudes toward a draft registration from Fall 1979 to Spring 1980. In the Fall 1979 wave, one-in-four respondents expressed some degree of approval of a draft registration. In the Spring 1980 wave, this ratio has increased to better than one-in-three young men. The proportion of youth who had no opinion on the subject remained unchanged.

Table 6.4 examines the response to this issue in terms of different demographic subgroups. Positive propensity youth and the youngest respondents expressed above-average approval of a draft registration. High school graduates, 18 year olds, and those in the lowest educational ability groups, on the other hand, expressed below-average approval.

Critics of a draft registration have argued that a return to the draft will be the inevitable consequence of registration. While the reality of this is questionable, the perception of it happening may be strong enough to influence the present enlistment intentions of certain individuals. As a means of studying this possible phenomenon, respondents in the Fall 1979 wave were asked whether they would be more likely or less likely to consider joining the service in the event of a draft registration. The question was repeated in the Spring 1980 wave and the two-wave data are summarized in Table 6.5. A discussion of the results follows.

TABLE 6.3  
ATTITUDE TOWARD DRAFT REGISTRATION

	Fall '79	Spring '80
	<u>%</u>	<u>%</u>
Strongly in favor of it	7.0	12.8
Somewhat in favor of it	17.5	23.7
Neither in favor nor against it	24.2	23.4
Somewhat against it	21.2	18.6
Strongly against it	30.2	21.4
Average*	2.50	2.88

Base: All Respondents

Source: Question 14d

\* Mean scale values shown

Scale Value: 5 = Strongly in favor of it  
 4 = Somewhat in favor of it  
 3 = Neither in favor nor against it  
 2 = Somewhat against it  
 1 = Strongly against it  
 Therefore, larger values indicate stronger favor.

TABLE 6.4  
ATTITUDE TOWARD DRAFT REGISTRATION  
DEMOGRAPHIC ANALYSIS\*

	Spring '80	Statistically Significant+
<u>Total U.S. Estimate **</u>	<u>2.88</u>	
<u>Variable ***</u>		
Positive propensity	3.39	Yes-higher
Negative propensity	2.62	Yes-lower
16 years old	2.97	Yes-higher
17 years old	2.96	No
18 years old	2.79	Yes-lower
19 years old	2.79	No
20 years old	2.81	No
21 years old	2.94	No
10th/11th grade	3.00	Yes-higher
Senior	2.90	No
In college	2.87	No
High school graduate, not in school	2.80	Yes-lower
Not high school graduate	2.71	Yes-lower
High quality index	2.93	No
Medium quality index	2.88	No
Low quality index	2.79	Yes-lower
White	2.91	No
Black	2.86	No
Other non-white	2.89	No

Source: Question 14d

\* Mean scale values shown

Scale Value: 5 = Strongly in favor of it  
 4 = Somewhat in favor of it  
 3 = Neither in favor nor against it  
 2 = Somewhat against it  
 1 = Strongly against it  
 Therefore, larger values indicate stronger favor.

\*\* Base: All Respondents

\*\*\* Base: Appropriate Respondent Groups for Each Variable

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate either higher or lower than the U.S. average.

As the table shows, the proportion of male youth who indicated that they would be more likely to consider enlisting increased significantly from Fall 1979 to Spring 1980 (43.4% vs. 52.2%). Moreover, the table shows that the strength of this attitude also has shifted in a positive direction.

Table 6.6 examines these data in terms of demographic subgroups. The demographic differences shown are consistent with those seen with respect to the other perception and attitude data discussed in this section. Moreover, it is not surprising that positive propensity youth would be more inclined than others to consider enlisting should draft registration become a reality. The age and education differences reflect the fact that the positive propensity group consists of a disproportionate number of younger males.

By way of summary, there appears to have been a significant positive shift in the perceptions and attitudes of 16 to 21 year old males as a group towards a draft registration. Relative to others in the survey sample, the registration-related perceptions and attitudes of negative propensity youth, older individuals and those who have attained a higher level of education are less favorable. Nevertheless, the perceptions and attitudes of these individuals also have shifted in a positive direction in the last six months.

With draft registration now a reality, future waves of this study can measure the actual impact of registration on enlistment intentions.

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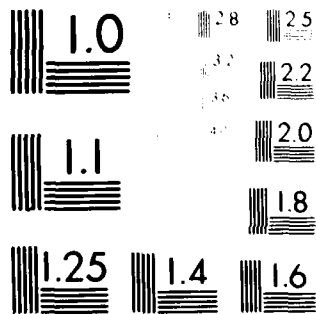
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MICROCOPY RESOLUTION TEST CHART  
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TABLE 6.5  
EFFECT OF DRAFT REGISTRATION ON  
LIKELIHOOD OF ENLISTING

	Fall '79	Spring '80
	<u>%</u>	<u>%</u>
More likely to join	43.4	52.2
Much more likely	13.6	19.3
Somewhat more likely	18.5	21.8
Just a little more likely	11.3	11.1
Less likely to join	47.8	40.4
Don't know	7.9	7.4
Average*	1.98	2.22

Base: All Respondents

Source: Question 14e

\* Mean scale values shown

Scale Value: 4 = Much more likely  
 3 = Somewhat more likely  
 2 = Just a little more likely  
 1 = Not more likely  
 Therefore, larger values indicate greater perceived  
 likelihood.

TABLE 6.6

EFFECT OF DRAFT REGISTRATION  
ON LIKELIHOOD OF ENLISTING

## DEMOGRAPHIC ANALYSIS\*

	Spring '80	Statistically Significant†
<u>Total U.S. Estimate **</u>	<u>2.22</u>	
<u>Variable ***</u>		
Positive propensity	2.71	Yes-higher
Negative propensity	1.96	Yes-lower
16 years old	2.34	Yes-higher
17 years old	2.30	Yes-higher
18 years old	2.22	No
19 years old	2.15	No
20 years old	2.10	Yes-lower
21 years old	2.15	No
10th/11th grade	2.33	Yes-higher
Senior	2.28	No
In college	2.19	No
High school graduate, not in school	2.09	Yes-lower
Not high school graduate	2.15	No
High quality index	2.24	No
Medium quality index	2.23	No
Low quality index	2.13	Yes-lower
White	2.28	No
Black	2.17	Yes-lower
Other non-white	2.32	No

Source: Question 14e

\* Mean scale values shown

Scale Value: 4 = Much more likely

3 = Somewhat more likely

2 = Just a little more likely

1 = Less likely

Therefore, larger values indicate greater perceived likelihood.

\*\* Base: All Respondents

\*\*\* Base: Appropriate Respondent Groups for Each Variable

† Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.



APPENDICES

APPENDIX I  
STATISTICAL RELIABILITY

Because respondents are weighted unequally it is not correct to assess standard errors by methods which would be appropriate with unweighted data.

Hence, standard errors were computed for all those variables reported at the national level using a replicated sample procedure developed by W. E. Deming for use with weighted data (Proceedings of the ASQC, June 5, 1961).

Standard errors estimated in this way averaged 10 percent greater than those obtained by applying the procedures ordinarily used with unweighted data.

The accompanying tables provide 95% confidence intervals for percentages observed in this study which are ten percent larger than those obtained by ordinary binomial methods.

### STATISTICAL RELIABILITY FOR DETERMINING ACCURACY OF PERCENTS WITHIN A SINGLE SAMPLE\*

At the 95% level of confidence

Sample Size	Magnitude of Expected or Observed Percent				
	10% 90%	20% 80%	30% 70%	40% 60%	50% 50%
100	6.4	8.7	9.8	10.6	10.8
150	5.4	7.2	8.2	8.8	9.0
400	3.3	4.3	5.0	5.2	5.4
600	2.6	3.5	4.1	4.3	4.5
1000	2.1	2.8	3.1	3.3	3.4
2000	1.4	2.0	2.2	2.4	2.4
2600	1.3	1.7	2.0	2.1	2.1
3000	1.2	1.6	1.8	2.0	2.0

\* Not to be used for comparing observations from different groups of respondents

\*\* Observed percent + the appropriate number shows by how much the observation could vary due to sampling error

### STATISTICAL RELIABILITY FOR COMPARING PERCENTS BETWEEN TWO INDEPENDENT SAMPLES\*

At the 95% level of confidence

of Each Sample	Average of the Two Observed Percents				
	10% 90%	20% 80%	30% 70%	40% 60%	50% 50%
100	9.2	12.2	14.0	14.9	15.2
200	7.5	10.2	11.6	12.4	12.7
400	4.6	6.2	6.9	7.5	7.6
600	3.6	5.0	5.8	6.2	6.3
1000	2.9	3.8	4.5	4.7	4.9
2000	2.1	2.8	3.1	3.3	3.4
2600	1.8	2.4	2.8	2.9	3.0
3000	1.7	2.2	2.5	2.8	2.8

\* Not to be used for measuring accuracy of percents within a single sample

\*\* Minimum difference required between the observed percents in the two sampled populations to be statistically different

## APPENDIX II

## TRACKING AREA CONCEPT

The "Tracking Area" concept is an integral part of the study objectives. It is designed to allow each Service to relate the findings to one or several recruiting districts. Each Service has a different number of recruiting districts with some local discretion as to advertising and recruitment allocations. A Tracking Area represents the commonality among Services. Data collection and analysis based on Tracking Areas allows comparison, evaluation, and goal setting within each Service on a local basis.

The Tracking Areas were constructed around these criteria: 1) to limit the number of Army District Recruiting Commands, Navy Recruiting Districts, Air Force Recruiting Detachments (Squadrons) and Marine Corps Recruiting Stations to three each or less per Tracking area, 2) to see that the TA's have a high commonality among services, i.e., a high percentage of the counties' Military Available being common to all four services, and 3) to represent regionally meaningful clusters of recruiting districts for the Services.

For purposes of this research, 26 TA's were defined which account for every county in the Continental United States. This strategy provides for national conclusions to be drawn from the survey findings, as well as individual findings for the 26 TA's.

Since each Tracking Area is to contain undivided Recruiting Districts for each Service, some counties occur in more than one TA. For all 26 areas the cumulative overlap is 13 percent.

The percentage of Military Availables in the United States accounted for by varying numbers of tracking areas is approximately as follows:

<u>Number of TA's</u>	<u>Percent Military Available</u>
Top 5	28.7
Top 10	52.9
Top 13	65.1
Top 15	72.2
Top 18	81.2
Top 20	86.8
All 26	100.0

## SUMMARY STATISTICS FOR TRACKING AREAS

Proposed Tracking Area	MA% of Total U.S. Services	% MA Accounted for by Counties Common to 4	% Tracking Area MA Falling Outside DRC			No. of DRC's		
			A	N	AF	A	N	AF
22 Michigan/Indiana	7.41	82	15	15	8	3	2	3
14 Alabama/Mississippi/Tennessee	6.76	94	8	8	1	3	3	2
03 New York City	6.31	77	19	21	10	2	1	1
10 Richmond/North Carolina	6.12	62	12	33	14	4	2	2
25 Southern California/Arizona	5.95	100	0	0	0	3	2	2
21 Ohio	5.94	76	6	7	14	3	2	2
06 Albany/Buffalo	5.89	59	22	8	17	4	2	2
16 Texas	5.79	95	3	0	0	4	3	2
01 Chicago	5.09	79	0	20	24	2	1	1
02 Harrisburg	4.79	62	7	7	36	2	2	1
24 Minnesota/North Dakota/South Dakota/Nebraska	4.72	69	8	7	24	4	2	2
26 Northern California	4.67	86	14	0	13	2	1	2
20 Kansas City/Oklahoma	4.37	52	26	30	5	3	2	2
08 Pittsburgh	4.16	42	10	43	25	2	1	1
12 South Carolina/Georgia	3.87	57	36	10	36	2	2	1
04 Philadelphia	3.54	71	29	26	0	1	1	1
13 Florida	3.39	75	6	11	14	2	2	1
05 Boston	3.28	83	20	4	13	2	1	1
28 Washington/Oregon	3.23	70	1	28	29	3	2	1
27 New Mexico/Colorado/Wyoming	3.17	56	19	2	43	2	2	1
09 Washington, D.C.	3.11	63	17	6	18	2	1	1
19 Kentucky	2.90	54	34	21	29	1	1	1
17 Arkansas	2.84	70	16	0	0	2	2	1
23 Wisconsin	2.28	89	7	4	4	1	1	1
20 Des Moines	1.86	57	42	34	15	1	1	1
15 New Orleans	1.98	62	29	20	45	1	1	1
Total (Cum.)	113.42	(72)	(14)	(14)	(15)	(61)	(43)	(37)

(47)

(37)

(43)

(61)

(14)

(15)

(14)

(14)

(28)

(72)

(14)

(15)

(43)

(37)

(61)

(14)

(15)

(14)

(28)

(72)

U.S. (Excluding HI, AK,  
PR VI)  
10,190,300

### APPENDIX III

#### WEIGHTING OF RESPONDENTS

The need to compare characteristics of individual tracking areas leads naturally to a study design in which the numbers of respondents in each tracking area are approximately equal. However, since the tracking areas contain unequal numbers of military availables, we cannot estimate national statistics by simply adding up the data for all the respondents; respondents in larger tracking areas should be weighted more heavily than those in smaller tracking areas.

The respondent weighting system used in this wave represents an improvement over that of earlier waves. In the first two waves each respondent was classified into one of 156 cells on the basis of tracking area, age, and race (13 tracking areas X 6 age categories X 2 races = 156 cells). The actual number of military availables corresponding to each cell was estimated from census data. The weight for respondents in a cell was then simply the estimated number of military availables corresponding to that cell divided by the number of respondents in the cell.

The problem with that weighting method was that for some cells with few respondents (such as blacks in certain age categories in certain tracking areas) the denominator of the weighting fraction was quite variable. This led to weights that varied considerably from cell to cell, an undesirable property since it leads to some loss of statistical precision in the data.

The weighting system used since the Fall 1976 wave is somewhat different in principle, in that fewer weights are required. One weight is computed for each tracking area and another for each age/race combination. The weighting constant for each cell is simply the product of the appropriate tracking area and age/race weights.

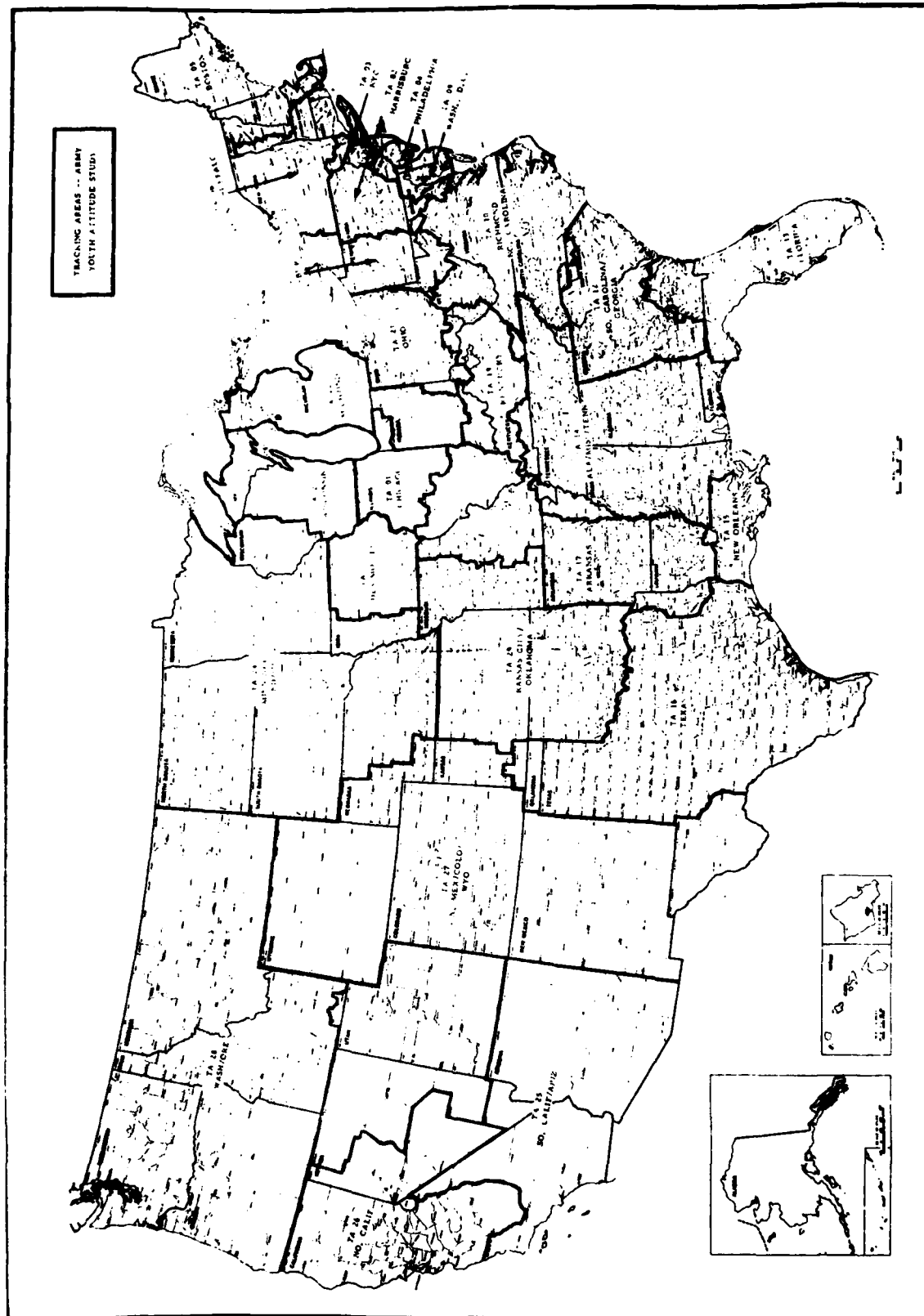
Since fewer weights are computed by this method (26 tracking areas plus 12 age/race combinations = 38) than by the old method ( $12 \times 26 = 312$ ) they are much more stable and the variation between effective weights applied to individual cells is reduced substantially. This should lead to some increase in statistical precision.

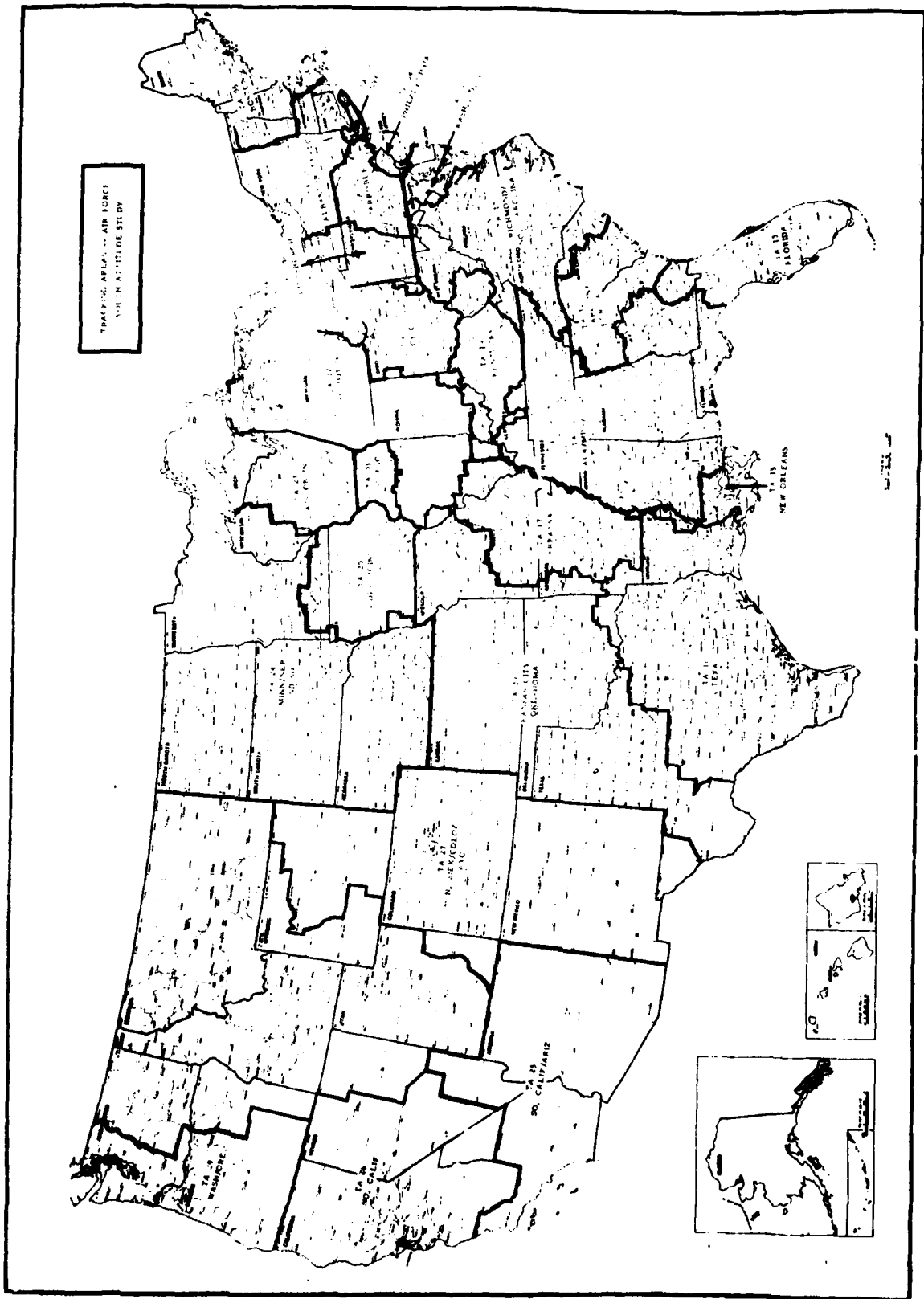


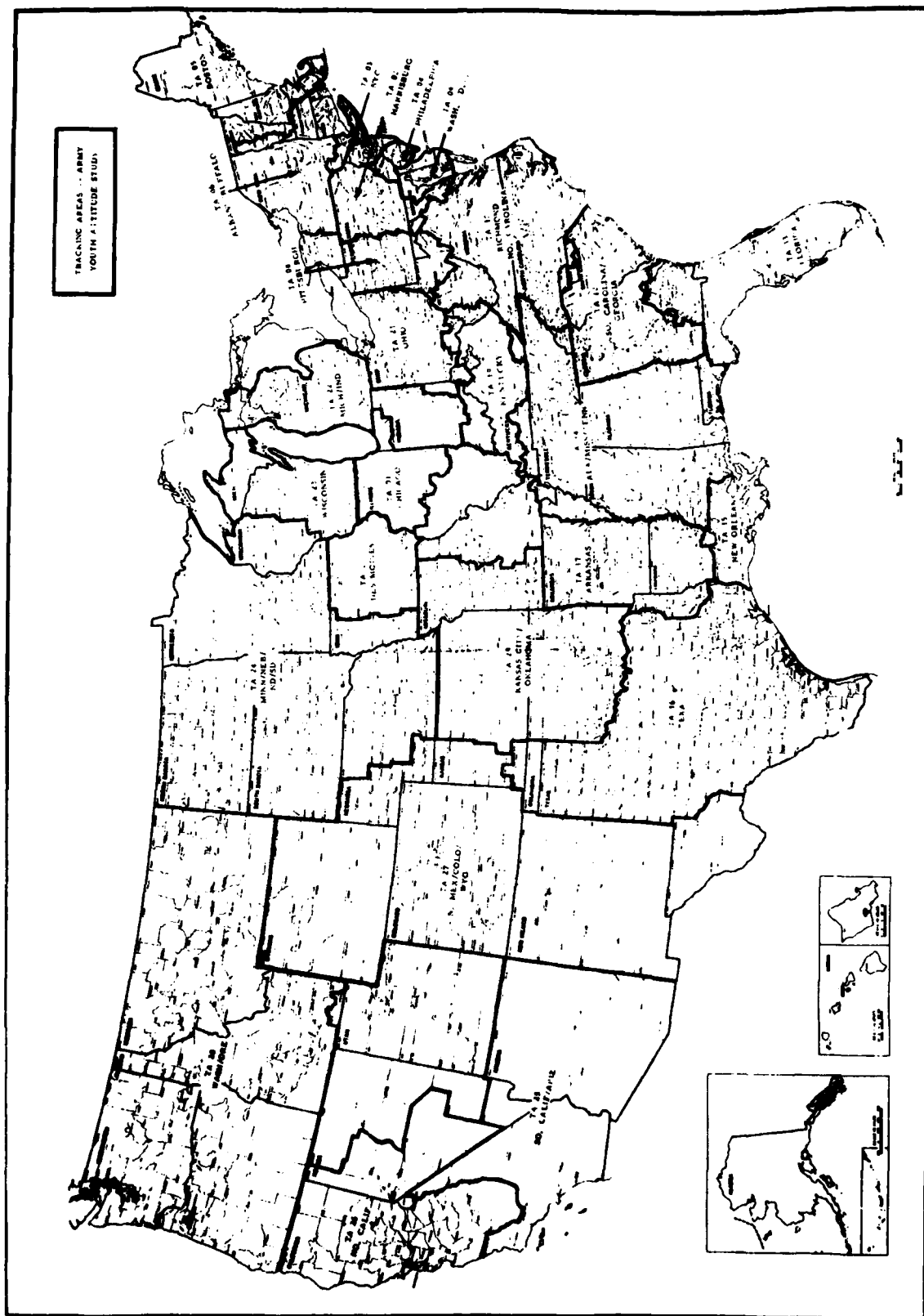
APPENDIX IV

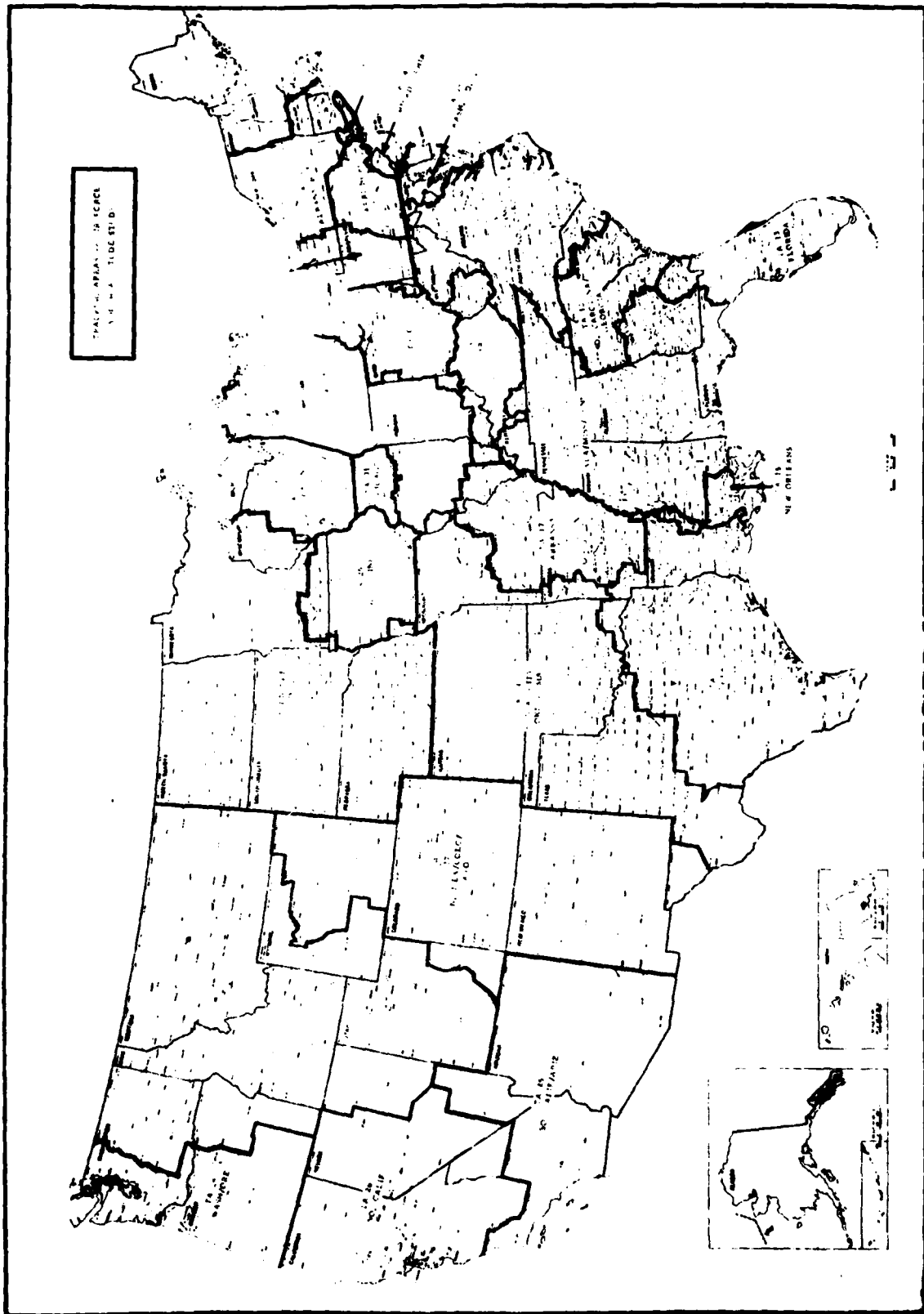
F RATIOS FOR ANALYSIS OF VARIANCE

<u>Variable</u>	<u>Propensity Data</u>	<u>Recruiter Contact Data</u>
	<u>F Ratio</u>	<u>F Ratio</u>
Service (S)	113.35	269.78
Time (T)	72.71	8.53
Tracking Areas (TA)	25.63	1.69
S x T	.82	1.60
S x TA	2.53	2.59
T x TA	4.64	.73

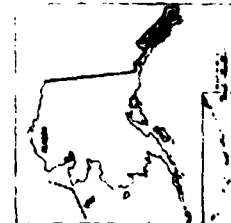








GULF OF MEXICO COASTLINE 1960



APPENDIX V

THE QUESTIONNAIRE

MILITARY SERVICE STUDY  
- Screener -

OMB #22-R-0139

Job No. 6322

Card 7

Dup 1-10 1 11

Market Facts Repr. \_\_\_\_\_

Field Station \_\_\_\_\_

Date \_\_\_\_\_

12 14  
15 19

Hello. My name is \_\_\_\_\_ of Market Facts, an opinion research company. We are conducting a survey to find out young men's attitudes toward future occupations. Your household has been chosen by chance and any information you give us will be kept confidential by our firm to the extent that the law enables us to do so.

20

0

1

21

(22 open)

1. Are there any young men in your household between the ages of 16 and 21 currently living at home?

Yes... 1

No... 2 (TERMINATE AND RECORD ON CALL RECORD SHEET REUSE SCREENER.)

2a. How many young men between the ages of 16 and 21 are in your household? (CIRCLE ONE NUMBER)

1 2 3 4 5 More than five

(WRITE IN)

(23)

Now I would like to ask you a couple of questions about each young man between the ages of 16 and 21 in your household, starting with the oldest.

2b. How old is he? (RECORD UNDER QU. 2b BELOW)

3a. Is he currently a Junior or Senior in College, a College Graduate or attending Graduate School? (RECORD UNDER QU. 3a BELOW)

3b. Is he currently in the military service, the National Guard or the Reserves? (RECORD UNDER QU. 3b BELOW)

3c. Has he ever served in the military service, the National Guard or the Reserves? (RECORD UNDER QU. 3c BELOW)

3d. Has he been accepted for service in a branch of the Armed Forces and now is waiting for a date when he is to go on active duty? (THIS DOES NOT INCLUDE ROTC. RECORD UNDER QU. 3d BELOW)

(RECORD INFORMATION BELOW, THEN CONTINUE ASKING AGE, EDUCATION AND MILITARY SERVICE STATUS, QU. 2b, 3a, 3b, 3c, 3d, FOR ALL YOUNG MEN BETWEEN 16 AND 21, FROM OLDEST TO YOUNGEST.)

<u>Qu. 2b</u>						<u>Qu. 3a</u>		<u>In Military Service, National Guard or Reserves</u>				<u>Qu. 3d</u>	<u>Has he been</u>	
<u>Age</u>						<u>Currently a Jr., Sr. in College, College Grad or in Grad School</u>		<u>Qu. 3b</u>		<u>Qu. 3c</u>				
16	17	18	19	20	21	<u>Yes</u>	<u>No</u>	<u>Currently</u>	<u>Ever</u>	<u>Yes</u>	<u>No</u>			
1	2	3	4	5	6	1	2	1	2	1	2	1	2	(24-26)
1	2	3	4	5	6	1	2	1	2	1	2	1	2	(29-31)
1	2	3	4	5	6	1	2	1	2	1	2	1	2	(34-36)
1	2	3	4	5	6	1	2	1	2	1	2	1	2	(39-41)

(QUALIFYING MALES ARE THOSE WHO ANSWERED "NO" TO QU. 3a and 3b and 3c and 3d, BOXED COLUMNS. STARTING WITH THE OLDEST, LIST THE AGES OF THE QUALIFYING YOUNG MEN BELOW.)

USE THE RESPONDENT SELECTION BOX TO DETERMINE WHICH QUALIFYING MALE SHOULD BE THE SELECTED RESPONDENT. UNDER THE COLUMN HEADED "SELECTED RESPONDENT" CIRCLE THE NUMBER INDICATING THE PERSON CHOSEN.

Ages of Qualifying Males				Selected Respondent		Number of Qualified Males	Select Respondent Number and record.	(44 open)
(Oldest)	1.	2.	3.	4.	5.			
(Next Oldest)	2.	3.	4.	5.	6.			
(Next Oldest)	3.	4.	5.	6.	7.	1	2	3
(Next Oldest)	4.	5.	6.	7.	8.	1	2	3

(ASK FOR FULL NAME OF SELECTED RESPONDENT. RECORD NAME AND TELEPHONE NUMBER BELOW.)

Name: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

(IF NOT AT HOME MAKE AN APPOINTMENT TO CALL BACK. MAKE UP TO TEN CALLBACK APPOINTMENTS TO COMPLETE INTERVIEW WITH MALE SELECTED. RECORD DATE, TIME AND RESULT OF EACH APPOINTMENT.)

1st App't:	Date _____	Time _____	Result...	1	2	4	6	7	8	(45)
2nd App't:	Date _____	Time _____	Result...	1	2	4	6	7	8	(47)
3rd App't:	Date _____	Time _____	Result...	1	2	4	6	7	8	(48)
4th App't:	Date _____	Time _____	Result...	1	2	4	6	7	8	(49)
5th App't:	Date _____	Time _____	Result...	1	2	4	6	7	8	(50)
6th App't:	Date _____	Time _____	Result...	1	2	4	6	7	9	(51)
7th App't:	Date _____	Time _____	Result...	1	2	4	6	7	8	(52)
8th App't:	Date _____	Time _____	Result...	1	2	4	6	7	8	(53)
9th App't:	Date _____	Time _____	Result...	1	2	4	6	7	8	(54)
10th App't:	Date _____	Time _____	Result...	1	2	4	6	7	8	(55)

CIRCLE NUMBER OF FINAL APPOINTMENT:

1 6  
2 7  
3 8  
4 9  
5 10 (56)

RECORD RESULT OF FINAL APPOINTMENT:

No answer..... 1 (57)  
Phone disconnected/Out of order..... 2  
Long-term unavailability/language barrier/Handicapped/Retarded..... 4  
Refusal after qualification determined..... 6  
Qualified Respondent not available- make 10 attempts..... 7  
Completed interview..... 8

RECORD TA, STATE AND COUNTY NUMBER FROM YOUR CALL RECORD FORM.

56       64  
TA STATE COUNTY

(65-78 open)  
79       80

Respondent Name \_\_\_\_\_  
MILITARY SERVICE STUDY  
- Questionnaire -  
Respondent Number 1 [ ] [ ] [ ] [ ] 4 Date 5 [ ] [ ] [ ] 8 0 10  
Month Day Year  
Market Facts' Repr. 12 [ ] [ ] [ ] 14 Version [ ] (11)  
Time Interview began \_\_\_\_\_ AM/PM Interview Time 15 [ ] [ ] [ ] 17

(IF CONTINUING SURVEY FROM SCREENER, CIRCLE RESPONDENT'S AGE UNDER QU. 3a AND BEGIN INTERVIEW WITH QU. 3b.)

(REINTRODUCE YOURSELF AND PURPOSE OF THE SURVEY IF TALKING WITH A NEW RESPONDENT:)

Hello, I'm \_\_\_\_\_ of Market Facts, Incorporated. May I please speak with \_\_\_\_\_? (RESPONDENT'S NAME)

We are conducting a survey to find out young men's attitudes toward future occupations and would like to have your opinion. Your household has been chosen by chance. Any information you give us will be kept confidential by our firm to the extent that the law enables us to do so. There is an outside chance you may be called by my employee just to check that I did speak with you. Do you have some time to be interviewed now on this survey? (IF NOT, REQUEST SPECIFIC APPOINTMENT AND RECORD ON SCREENER.) (8-24 open)

3a. First of all, just to be sure I am interviewing the right person, what is your age please?

- |                               |                               |      |
|-------------------------------|-------------------------------|------|
| Under 16..... 1 → (TERMINATE) | 19..... 5                     |      |
| 16..... 2                     | 20..... 6                     |      |
| 17..... 3                     | 21..... 7                     | (25) |
| 18..... 4                     | 22 & over.... 8 → (TERMINATE) |      |

3b. Are you attending school now?

- Yes..... 1 → No..... 2 → (SKIP TO QU. 3d) (26)

3c. What is your current year in school? (IF NECESSARY, ASK:) What type of school is it?

- |  |   |                  |
|--|---|------------------|
| 10th Grade (High School)..... 1 (27)                                 | 1st year of 4-year college (Freshman)..... 6  |                  |
| 11th Grade (High School)..... 2                                      | 2nd year of 4-year college (Sophomore)..... 7 | (SKIP TO QU. 3f) |
| 12th Grade (High School)..... 3                                      | 1st year of Junior/Community college..... 8   |                  |
| First year of special training in vocational or trade school..... 4  | 2nd year of Junior/Community college..... 9   |                  |
| Second year of special training in vocational or trade school..... 5 | 3rd year of college..... 1                    | (TERMINATE)      |
|  | 4th year of college or more..... 2 (28)       |                  |
- (SKIP TO Q1. 3f)

3d. Are you a high school graduate?

- Yes..... 1 → (SKIP TO QU. 3f) No..... 2 → (29)

3e. How many years of schooling have you completed?

- |                                     |                               |      |
|-------------------------------------|-------------------------------|------|
| Less than 1 year of High School.. 1 | 2 years of High School..... 3 | (30) |
| 1 year of High School..... 2        | 3 years of High School..... 4 |      |

3f. Are you currently employed?

- Yes..... 1 → No..... 2 → (31)

3g. Are you working full time or part time?

- Full time..... 1  
Part time..... 2 (3')

3h. Are you currently looking for a job, or not?

- Yes... 1 No.... 2 (33)

3i. Now, let's talk about your plans for the next few years. What do you think you might be doing? (DO NOT READ LIST. PROBE WITH "ANYTHING ELSE", ETC., UNTIL UNPRODUCTIVE. CIRCLE AS MANY AS APPLY.)

- |                            |                                 |
|----------------------------|---------------------------------|
| Going to school..... 1     |                                 |
| Working..... 2             | → (SKIP TO QU. 31, PAGE 2) (34) |
| Doing nothing..... 4       |                                 |
| Other..... 5               |                                 |
| Joining the service..... 3 |                                 |

3j. (IF RESPONSE ABOVE IS "JOIN THE SERVICE", ASK:) You mentioned that you might be joining the service, which branch would that be? (CIRCLE ONLY ONE ANSWER UNDER QU. 3k BELOW.)

3k. Which type of service would that be: Active Duty, Reserves or National Guard? (CIRCLE ONLY ONE ANSWER UNDER QU. 3k BELOW.)

		Qu. 3k Type of Service				
Qu. 3j Branch of Service	(35)	Active Duty	Reserves	National Guard	Don't Know Type	
Air Force.....	1 →	1	2	3	4	(36)
Army.....	2 →	1	2	3	4	(37)
Coast Guard.....	3 →	1	2	-	4	(38)
Marine Corps.....	4 →	1	2	-	4	(39)
Navy.....	5 →	1	2	-	4	(40)
Don't Know Branch.....	6 →	1	2	3	4	(41)



2a. How easy or difficult is it for someone of your age to get a full-time job in your area? Would you say it is almost impossible, very difficult, somewhat difficult or not difficult at all? (RECORD ONE ANSWER, BELOW.)

Full Time	Part Time
Almost impossible.....	1 (42)
Very difficult.....	2
Somewhat difficult.....	3
Not difficult at all.....	4
	5

2b. When I mention "armed services" or "military", which branch of service do you think of first? (DO NOT READ ALTERNATIVE ANSWERS. RECORD ONE ANSWER BELOW UNDER Q. 4.)

4a. What is the most branch you think of? (DO NOT READ ALTERNATIVE ANSWERS. RECORD ONE ANSWER BELOW UNDER Q. 4.)

4b. Are there any others that come to mind? (DO NOT READ ALTERNATIVE ANSWERS. RECORD ALL OTHER MENTIONS BELOW UNDER Q. 4c.)

First Mention	Second Mention	All Other Mentions
Air Force.....	1 (44)	1 (46)
Army.....	2	2
Coast Guard.....	3	3
Marine Corps.....	4	4
Navy.....	5	5
None.....	6 (SKIP TO Q. 5)	6 (SKIP TO Q. 5)

5. Now, I'm going to read you a list of several things which young men your age might do in the next few years. For each one I read, please tell me how likely it is that you will be doing that. For instance, how likely is it that you would be... (READ STATEMENT)? Would you say "Definitely", "Probably", "Probably Not", or "Definitely Not?"

Statement	Definitely	Probably	Probably Not	Definitely Not
Working as a laborer on construction jobs.....	1	2	3	4
Working at a desk in a business office.....	1	2	3	4
Serving in the military.....	1	2	3	4
Working as a salesman.....	1	2	3	4
Serving in the National Guard.....	1	2	3	4
Serving in the Reserves.....	1	2	3	4
Serving in the Air Force (Active Duty).....	1	2	3	4
Serving in the Army (Active Duty).....	1	2	3	4
Serving in the Coast Guard (Active Duty).....	1	2	3	4
Serving in the Marine Corps (Active Duty).....	1	2	3	4
Serving in the Navy (Active Duty).....	1	2	3	4

Interviewer: Look at the last two boxes above. If either a three or a four has been circled for each of the four services, place an "X" in the box next to "Negative propensity" on the propensity card. For all others, place an "X" in the box next to "Positive propensity".

SKIP TO YELLOW PAGE END ANSWER SHEET.

Now, let's go on to another subject.

8a. In the last six months, have you had any contact with a military recruiter representing the active military?

Yes..... 1 No..... 2 (SKIP TO Q. 8c.)

8b. How were you in contact with the recruiter? (READ EACH STATEMENT. START WITH THE "X'd" ITEM.)

START AT "X"

Statement	Yes	No
( ) Have you gone to a recruiting station and talked to a recruiter.....	1	2
( ) Have you talked face-to-face with a recruiter somewhere other than at a recruiting station.....	1	2
( ) Have you heard a recruiter give a talk at your high school.....	1	2
( ) Have you talked to a local recruiter by telephone.....	1	2

8c. (ASK EVERYONE) In the last six months (READ EACH STATEMENT. START WITH THE "X'd" ITEM.)

Statement	Yes	No
( ) Have you received recruiting literature in the mail.....	1	2
( ) Have you discussed the possibility of enlistment with friends already in the service or who have been in the service.....	1	2
( ) Have you talked with a teacher or guidance counselor at school about possible enlistment.....	1	2
( ) Have you talked with your girlfriend or wife about possible enlistment.....	1	2
( ) Have you talked with one or both parents about possible enlistment.....	1	2
( ) Have you taken an aptitude or career guidance test in high school given by the armed services.....	1	2
( ) Have you made a toll-free call for information about the military.....	1	2
( ) Have you asked for information about the military by mail.....	1	2
( ) Have you been physically or mentally tested at a military examining station.....	1	2

I have several more questions about military recruiters. (If "NO" to QU. 8a, ASK QU. 9a. OTHERWISE, SKIP TO QU. 9a.)

8a. Have you ever had any contact with any military recruiter?  
Yes..... 1 No..... 2 (SKIP TO PAGE 5, QU. 10a) (48)

8b. You say you have been in contact with a military recruiter. What branch or branches of the service did they represent? (SECOND BELOW, PLEASE.) Any other military recruiter? (PHONE UNTIL UNPRODUCTIVE.)

Recruiter's representation

(NAME SERVICE) recruiter represent the (READ ALTERNATIVE ANSWERS - CHECK THE "DON'T KNOW")

Air National Guard..... 1 Air National Reserve..... 2 Air Force Reserve..... 3 Air Force..... 4

GO TO NEXT BRANCH, OR IF NO OTHER BRANCH, GO ON TO PAGE 5, QU. 10a.

8c. Did the (NAME SERVICE) recruiter contact you first, or did you contact him?

Recruiter contacted first..... 1 You contacted first..... 2

8d. How doable was the information you were given by the (NAME SERVICE) recruiter? Did he give you all the information you wanted?

Most of it..... 1 Not of it..... 2 or, Very little..... 3

8e. Was your attitude toward joining (NAME SERVICE) more favorable than before you talked to the recruiter, or didn't it change?

Much more favorable..... 1 Slightly more favorable..... 2 Slightly less favorable..... 3 Much less favorable..... 4

8f. Was that... (READ ALTERNATIVES)

Much more favorable..... 1 Slightly more favorable..... 2 Slightly less favorable..... 3 Much less favorable..... 4

GO UP TO NEXT BRANCH, OR IF NO OTHER BRANCH, GO ON TO PAGE 5, QU. 10a.

Just a few more questions. How would your parents and friends feel if you told them you were thinking about joining any of the military services?

10a. Would your father be in favor of your joining the service, against it, or neutral?

In favor..... 1 Don't have..... 1  
Neutral..... 2 Neutral..... 4 (SKIP TO QU. 11a)  
Don't know..... 3 Don't know..... 5 (11)

10b. Would your mother be in favor of your joining the service, against it, or neutral?

In favor..... 1 Don't have..... 1  
Neutral..... 2 Neutral..... 4 (SKIP TO QU. 11a)  
Don't know..... 3 Don't know..... 5 (12)

10c. (IF "AGAINST", ASK:) Would he be slightly against it or very much against it?

Slightly..... 1  
Very much..... 2 (13 open)

11a. Would your mother be in favor of your joining the service, against it, or neutral?

In favor..... 1 Don't have..... 1  
Against..... 2 Neutral..... 4 (SKIP TO QU. 11c)  
Don't know..... 3 Don't know..... 5 (14)

11b. (IF "IN FAVOR", ASK:) Would she be very much in favor of it or slightly in favor of it?

Very much..... 1  
Slightly..... 2 (SKIP TO QU. 12a)  
(15 open)

11c. (IF "AGAINST", ASK:) Would she be slightly against it or very much against it?

Slightly..... 1  
Very much..... 2 (16 open)

12a. Would your friends be in favor of your joining the service, against it, or neutral?

In favor..... 1 Don't have..... 1  
Against..... 2 Neutral..... 4 (SKIP TO QU. 13a)  
Don't know..... 3 Don't know..... 5 (17)

12b. (IF "IN FAVOR", ASK:) Would they be very much in favor of it or slightly in favor of it?

Very much..... 1  
Slightly..... 2 (SKIP TO QU. 13a)  
(18 open)

12c. (IF "AGAINST", ASK:) Would they be slightly against it or very much against it?

Slightly..... 1  
Very much..... 2 (19 open)

(20 open)

(21 open)

(22 open)

(23 open)

(24 open)

(25-31 open)

15c. As far as you know, do the military services offer individuals a cash bonus for enlisting?

Yes.....1  
 No.....2 (SKIP TO Q. 16c)

16. How much is this bonus? Even if you aren't sure, please give me your best guess. (OMB 1 8623)

Less than \$500.....1  
 \$500 - \$999.....2  
 \$1,000 - \$1,499.....3  
 \$1,500 - \$1,999.....4  
 \$2,000 - \$2,499.....5  
 \$2,500 - \$2,999.....6  
 \$3,000 or more.....7  
 Don't know.....8

15c. The military services offer a cash bonus of up to \$3,000 for enlisting. The bonus is offered only in certain combat-related jobs, requires an additional year of service, and, in general, you can select your place of assignment. It is paid at the end of your initial training. Having this, would you be more likely, or not, to consider joining one of the active duty military services?

More likely.....1  
 Not more likely.....2  
 Don't know.....3

16. Assuming that everything else about the military services stays the same as it is now, if the cash bonus were increased to \$5,000 but you were not allowed to select your place of assignment, would you be more likely, or not, to consider joining one of the active duty military services?

More likely.....1  
 Not more likely.....2  
 Don't know.....3

16a. As far as you know, what is the starting MONTHLY pay for an ENLISTED MAN in the military -- before taxes are deducted?

15b. The starting monthly pay for an enlisted man is \$488, knowing this, would you be more likely, or not, to consider joining one of the active duty military services?

More likely.....1  
 Not more likely.....2  
 Don't know.....3

16c. Assuming that everything else about the military services stays the same as it is now, if the starting pay were increased to \$500 on a month, would you be more likely, or not, to consider joining one of the active duty military services?

More likely.....1  
 Not more likely.....2  
 Don't know.....3

17a. Do you think the military services offer financial support for schooling after you leave the service?

Yes.....1  
 No.....2

17b. Veterans of the military services can receive financial support for schooling. For those willing to place \$50-\$75 a month in an educational savings account the government will add \$2 for every \$1 they save during their tour of duty. The maximum amount of this benefit is \$5,100. Knowing this, would you be more likely, or not, to consider joining one of the active duty military services?

More likely.....1  
 Not more likely.....2  
 Don't know.....3

17c. If you did not have to contribute a portion of your monthly pay in order to receive this educational benefit, would you be more likely, or not, to consider joining one of the active duty military services?

More likely.....1  
 Not more likely.....2  
 Don't know.....3

12a. I'd like to read several job characteristics. After I read each characteristic, please tell me how important you feel it would be to choose a job. (Rate each characteristic on a scale from 1 to 5, where 1 is not important at all and 5 is very important.) (REPEAT FOR EACH CHARACTERISTIC)

Characteristics	Extremely Important	Very Important	Fairly Important	Not Important at All
1. Employer treats you well.....	1	2	3	4
2. Teacher you a valuable trade or skill.....	1	2	3	4
3. Gives you the job you want.....	1	2	3	4
4. Gives you an opportunity for a good family life.....	1	2	3	4
5. Retirement income.....	1	2	3	4
6. Enjoy your job.....	1	2	3	4
7. Developing your potential.....	1	2	3	4
8. Job security, i.e., a steady job.....	1	2	3	4
9. Good income.....	1	2	3	4
10. Doing something for your country.....	1	2	3	4
11. Adventure and excitement.....	1	2	3	4
12. Recognition and status.....	1	2	3	4

12b. I am going to read the list of job characteristics. As I read each characteristic, please tell me whether you feel it would be more likely to occur in military service or in a civilian job, or could it occur in either one? (Rate each characteristic on a scale from 1 to 5, where 1 is more likely in military service and 5 is more likely in civilian service.) (REPEAT FOR EACH CHARACTERISTIC)

Characteristics	Military More Likely	Civilian More Likely
1. Employer treats you well.....	1	2
2. Teacher you a valuable trade or skill.....	1	2
3. Gives you the job you want.....	1	2
4. Gives you an opportunity for a good family life.....	1	2
5. Retirement income.....	1	2
6. Enjoy your job.....	1	2
7. Developing your potential.....	1	2
8. Job security, i.e., a steady job.....	1	2
9. Good income.....	1	2
10. Doing something for your country.....	1	2
11. Adventure and excitement.....	1	2
12. Recognition and status.....	1	2

13a. I am now going to read a statement to you. After I've read it, please tell me whether you agree or disagree with it.

Registering all 18 year olds to register for the draft is necessary to provide a strong defense for America.

Would you say that you agree or disagree with this statement?

Agree.....1  
 Disagree.....2 (SKIP TO Q. 14c)

13b. (IF "AGREE", ASK:) Do you strongly agree, or agree just a little?

Strongly agree.....1  
 Agree just a little.....2 (SKIP TO Q. 14d)

13c. (IF "DISAGREE", ASK:) Do you strongly disagree, or disagree just a little?

Strongly disagree.....1  
 Disagree just a little.....2

14a. From time to time people have discussed mandatory registration for all young men in your age group. If a military draft were ever to become necessary, this would mean that all young men would be required to register for military service. How would you feel if you personally were required to register under such a plan, would you be more likely, or less likely to consider joining one of the active duty military services?

More likely.....1  
 Less likely.....2  
 Don't know.....3

14b. If you personally were required to register under such a plan, would you be more likely, or less likely to consider joining one of the active duty military services?

More likely.....1  
 Less likely.....2  
 Don't know.....3

14c. If you personally were required to register under such a plan, would you be more likely, or less likely to consider joining one of the active duty military services?

More likely.....1  
 Less likely.....2  
 Don't know.....3

14d. If you personally were required to register under such a plan, would you be more likely, or less likely to consider joining one of the active duty military services?

More likely.....1  
 Less likely.....2  
 Don't know.....3

Interviewer: Look at Propensity card. If there is an "X" in the box next to "negative Propensity," ask question 18. If there is an "X" in the box next to "Positive Propensity," skip to the CLASSIFICATION SECTION, below.

18. Why would you not be likely to enlist in one of the active duty military services? (DO NOT READ RESPONSES.)

- Do not want to serve in military, unspecified.....1 (70)  
 Have plans for civilian job.....2  
 Separation/being apart.....3  
 Danger/fear of injury.....4  
 Loss of status of military vs. civilian career  
 (e.g., a person can do better than being a soldier).....5  
 Negative military experiences by father/friends.....6  
 Lack of personal freedom.....7  
 Living conditions.....8  
 Pay inadequate.....9  
 Don't know/other (SPECIFY).....X

### CLASSIFICATION SECTION

Now, I have a few questions to help us put our participants into proper groups. Remember that the information you give us is completely confidential.

19a. Are you married, single, separated or divorced?

- Married.....1 (SKIP TO QU. 20)  
 Single.....2 (71)  
 Separated/Divorced/Widowed.....3

19b. Do you plan to marry in the next 12 months?

- Yes.....1 No.....2 (72)

20. What was the highest educational level your father completed? If you are not sure, please give me your best guess.

- Did not complete high school.....1 Finished college (four years).....6  
 Finished high school or equivalent.....2 Attended graduate or professional school.....7 (73)  
 Adult education program.....3 Obtained a graduate or professional degree.....8  
 Business or trade school.....4  
 Some college.....5

21. What are/were your average grades in high school? (READ LIST OF GRADES)

- A's and B's.....1  
 B's and C's.....2 (DO NOT READ) → Does not apply.....5 (74)  
 C's and D's.....3 Don't remember.....6  
 D's and below.....4

22. What education program (are you/were you) in, in high school? (READ ALTERNATIVES)

- College preparatory.....  
 Commercial or business training..... (75)  
 Vocational.....

23. Which of the following mathematics courses, if any, did you take and pass in high school?

- Elementary Algebra.....1 Intermediate Algebra.....3 (76)  
 Plane Geometry.....2 Trigonometry.....4  
 (DON'T READ) → None of these.....5

24. Did you take and pass any science courses in high school which covered electricity or electronics?

- Yes.....1 No.....2 (77)

25. Just to be sure we are representing all groups in our survey, please tell me whether you describe yourself as... (READ LIST)

- White..... (78)  
 Black.....  
 Asian or Pacific Islander.....  
 American Indian or Alaskan Native..... 790480

(DON'T READ) → Refused.....

GO TO BACK OF YELLOW OPEN END ANSWER SHEET, PAGE 10, QU. 26 AND 27 TO RECORD RESPONDENT NAME, ADDRESS, TELEPHONE NUMBER AND SOCIAL SECURITY NUMBER.

Respondent Number 1     4 5     8 0 10  
Month Day Year

OMB #22-R-0339  
Job No. 6322  
Page 9

MILITARY SERVICE STUDY  
Open End Answer Sheet  
CRT

Card  
Dup T 10

- 6a. Will you please tell me everything you remember about advertising for the Active Army that you have seen or heard recently. (PROBE) What did the advertising say? What did it show?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12

Have not seen advertising..... 0

Have seen advertising, can't remember content... X

(13-43 open)

- 6b. Have you seen or heard recruiting advertising for any of the other active duty military services recently?

Yes..... 1

No..... 2 → (SKIP TO QU. 7)

(49)

- 6c. For which other active duty military services do you recall seeing or hearing advertising recently? (DO NOT READ. RECORD ALL MENTIONS BELOW.)

Air Force..... 1

Marine Corps..... 3

(50)

Army..... 2

Navy..... 4

- 6d. (IF RESPONDENT IS AWARE OF ADVERTISING FOR ACTIVE ARMY (QU. 6a) AND ONE OR MORE OTHER SERVICES (QU. 6c), ASK:) Have you seen or heard this advertising for the (SERVICES MENTIONED) as separate ads for each service, or have you seen or heard the (SERVICES MENTIONED) in the same ad or have you seen or heard both types of ads?

Separate ads for each service.... 1

More than one service in ad..... 2

(51)

Both types of ads..... 3

7. I am going to mention some slogans used by branches of the Armed Services in their advertising. After I read each slogan, please tell me which service uses it. The first slogan is (READ FIRST SLOGAN). Is this slogan used by the Army, Air Force, Navy, Marine Corps or all four active duty services together in the same ad or commercial? (REPEAT FOR EACH SLOGAN. DO NOT REPEAT BRANCHES. THE WORD "BLANK" MUST BE READ.)

START AT "X"  
(SEE INSTRUCTIONS)

Slogans	Army	Air Force	Navy	Marine Corps	All Four Services Together In Same Ad Or Commercial	
( ) "BLANK". It's not just a job. It's an adventure.".....	1	2	3	4	5	(52)
( ) "BLANK. A great way of life."....	1	2	3	4	5	(53)
( ) "The few. The proud. The BLANK."	1	2	3	4	5	(54)
( ) "Join the people who've joined the BLANK.".....	1	2	3	4	5	(55)
( ) "Maybe you can be one of us.".....	1	2	3	4	5	(56)
( ) "A chance to serve, a chance to learn.".....	1	2	3	4	5	(57)
( ) "This is the BLANK.".....	1	2	3	4	5	(58)
( ) "It's a great place to start."....	1	2	3	4	5	(59)

HIT "SEND" KEY ON CRT

1 60